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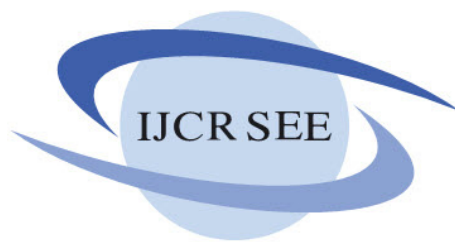
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EDITORIAL

International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE) is an open access to the international peer reviewed multidisciplinary journal that publishes professional, scientific and review papers in the field of pedagogical psychology and humanities, social, IT, mathematics and other sciences. Editorial Board strives to provide a possibility for the scientists of different fields to publish the results of their research, technical and theoretical studies. *IJCRSEE* is multidisciplinary in approach, and will publish a great range of papers: reports of qualitative case studies, quantitative experiments and surveys, mixed method studies, action researches, meta-analyses, discussions of conceptual and methodological issues, etc. *IJCRSEE publisher is* The Association for the Development of Science, Engineering and Education.

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IJCRSEE has regular sections: Original Research, Review Articles, Studies and articles, Book Reviews, Case Studies, and is published twice a year. This journal provides an immediate open access to its contents, which makes research results available to the public based on the global exchange of knowledge.

The primary **aim** of *IJCRSEE* is to provide relevant scientific results for novice and expert scholars and to enable researchers to publish and share their work with the academe throughout the world. The aim of the journal is to promote and strengthen the quality of research in the field of science, engineering and education.

The scope of *IJCRSEE* is deliberately broad in terms of both topics covered and disciplinary prospects. Topics of interests are aimed at the promotion of the studies that further our understanding of learning in pre-primary, primary, high school, college, university, adult education and improvement of educational processes and outcomes. *IJCRSEE* seeks to promote international cognitive research by publishing findings relevant to the needs of scholarly community and others interested in education.

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IJCRSEE provides a platform for academics and scientists professionals to refer and discuss recent progress in the fields of their interests. Authors are encouraged to contribute articles which are not published or not under review in any other journal.

Each submitted manuscript is evaluated on the following basis: the originality of its contribution to the field of scholarly publishing, the soundness of its theory and methodology, the coherence of its analysis, its availability to readers (grammar and style). Normal turn-around time for the evaluation of manuscripts is one to two months from the date of receipt.

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The submission file is in OpenOffice, Microsoft Word, RTF, or WordPerfect document file format.

Where available, URLs for the references have been provided.

The text is single-spaced; uses a 12-point font; employs italics, rather than underlining (except with URL addresses); and all illustrations, figures, and tables are placed within the text at the appropriate points, rather than at the end.

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A manuscript goes through the peer review process. Authors submit manuscripts to **Editorial office** via the online system. The acknowledgement letter should be sent to the author to confirm the receipt of the manuscript. The Chief Editor first reviews manuscripts. Chief Editor is assisted by Section Editors (could also be Co- or Associated Editors). The Editor assigns a Section Editor to see the manuscript through the complete review process and return it with a recommendation or decision. The manuscript is checked to see if it meets the scope

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After review a manuscript goes to the Copy Editor who will correct the manuscript concerning the correct referencing system, confirmation with the journal style and layout. When Copy Editor finishes his/her work they send manuscripts to the Layout editor.

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Proof Editor confirms that the manuscript has gone through all the stages and can be published.

This issue has 18 articles (16 original research, 1 review article and 1 studies and article). Our future plan is to increase the number of quality research papers from all fields of science, engineering and education. The editors seek to publish articles from a wide variety of academic disciplines and substantive fields; they are looking forward to substantial improvement of educational processes and outcomes.

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THE PEDAGOGICAL FUNCTION OF THE HOMEROOM TEACHER INTO THE NEW CONCEPT OF PRIMARY EDUCATION IN REPUBLIC OF MACEDONIA

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Original Articles

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Abstract. The position, role and tasks of the homeroom teacher are defined in the Law on primary education, Regulation on the form and content of the pedagogy documentation and evidence in primary school; Regulation on assessment, upgrading, passing exams, acquiring certificates and pedagogical measures for the children in primary school.

The need of strengthening the educational role of the school resulted in introducing of odd class in 2007/2008 for the pupils of the second to fifth grade in nine years primary school aiming to influence the personal, emotional and social development of the pupils. The scope of this research relies on the class homeroom teacher and their tasks in the successful realization of the tasks in accordance with the contemporary requirements. In that context is the aim of already mentioned research: to determine the effects of introducing homeroom class in two cycles of nine-year education, as well as the effects of the realizing the contents of the educational program for life skills. The pedagogical function of the teacher will be examined through several important aspects: how successfully the teachers realize the pedagogical, the administrative and the organizational tasks; how much the contents of the life skills program are in function of solving the issues met by the pupils in first two cycles of the primary education; how capable and qualified are the teachers to realize the contents of this program.

Keywords: *Pedagogical function, Homeroom teacher, Homeroom class, Upbringing, Educational program.*

1. INTRODUCTION

In accordance with the development of the new concept for implementation of nine-year primary education in Macedonia, the need arose not only for delivering new course of study and curriculum but also shaping all the other elements of primary education system and simultaneously the need for passing a new Law for primary education and taking further measures for organizational and qualitative improvements of primary education.

With the latest legal acts modification, the primary education is compulsory for all children aged 6 to 15. The primary education lasts for nine years and is organized in 3 cycles: I to III grade. IV to VI grade and VII do IX grade.

The concept of nine-year primary education (2007), as a novelty, promoted implementation of homeroom classroom session since II grade, unlike the previous educational concept when the homeroom was realized starting V grade (when pupils have a different teacher for each subject). Namely, since the school year 2008/2009, according to the new curriculum for nine-year primary education, it is planned the Home room to be realized with the pupils II to IX grade with one period per week or 36 periods per year. The Home room is realized by the class' homeroom teacher.

The homeroom teacher, during the Homeroom, accomplishes administrative, organizational and pedagogical tasks. *Administrative tasks* refer to recording pupil's absence, preparing quarterly reports on pupil's achievements and deportment, managing school registry and registration certificates, preparing and issuing certificates and report cards, making decisions, caring out pedagogical measures etc. *Organizational tasks* refer to organizing the curriculum and

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extra-curriculum activities, such as taking part in competitions, visits and excursions, forums, meetings etc. *Pedagogical tasks*, as most important ones, include pedagogical guidance of the class, answering educational problems, acknowledgements, awards, sanctions, as well as realization of debates themed "School" (formation of class' organized body, solving class' current problems, discipline, hygiene, conduct code, student health care, ecology...) and realization of *Life Skills*' curriculum. Namely, this is one of the novelties, and according to the new Law on Primary Education (2008) subjects about pupils' personal and social development should be elaborated on during Homeroom, all according to the curriculum approved by the Ministry of education and science and proposed by the Bureau. (According Act 29). For that purpose, a special curriculum has been made for Homeroom – named Life Skills (2008) and through its realization i.e. development of Life Skills, the educational ingredient of the general curriculum is being reinforced.

This curriculum aims to assist the personal, emotional and social development of the pupils, and by doing that to help the development of the psychosocial skills, enabling the pupils to successfully deal with everyday challenge. Psychosocial skills have important role in promoting pupils' health in general – providing their physical, mental and social wellbeing.

Life Skills curriculum consists of 3 development periods, in order to leave room for flexible approach to the realization of the goals and to answer pupils' needs and current life situations. In each of the 3 periods, the same themes are being repeated (1. I: Personal development; 2. I and you: Interpersonal relations; I and the others: Social relations; 4. I and health; Healthy living; 5. I and the environment: interacting with the environment), but different levels has been defined (from the level of identification, description, entitling, enumeration and comparison, to level of perception, forming opinion and taking a stand).

Defined goals of each Life Skills theme are presented globally and with consistent structure determined by the pupils' age, their ability to accept, understand or realize the aspects, the relations and personal experiences with everyday events. Development goals are different for each period, but not related to particular class, because the aim is to achieve the expected results at the end of the development period regardless of the class in which the teaching goals are realized.

For realization of the Life Skills curriculum goals, the knowledge, skills and points of view should be acquired and practiced foremost in school environment and on daily basis through the personal and collective experiences of the pupils using child orientated methodology, the child as interactive and participating individual in its living and studying habitat.

In first grade, the homeroom teacher realizes the Life Skills curriculum by integrating it into the curriculum of the rest of the subjects. In II and III grade, and in all grades in the next two cycles, IV to VI grade and VII to IX grade, the Life Skills curriculum is realized with one period per week (36 periods per year) - Homeroom.

For successful realization of a Life Skills curriculum, all teachers have completed training for preparation and implementation of the curriculum and adequate manuals have been made and distributed to each primary school. The training was realized by the Bureau of Education development advisors and professional associates from the Human Rights and Conflict Solving Centre.

The practical experiences in schools so far in regard to the implementation of Homeroom, as well as the mandatory Life Skills curriculum for Homeroom, show that especially during this class each pupil's presence is equally felt. Apart from that, each student is encouraged to be free, independent and capable of successful integration in the community. This is the reason why the homeroom teacher has the greatest role in the development of the pupil into a modern persona.

2. RESEARCH METHODOLOGY

The goal of our research is in accordance with the above mentioned and aims towards a determination of the effects that the implementation of Homeroom has in the first two cycles of primary school, as well as the effects of the Life Skills curriculum realization. The pedagogical function of homeroom teachers is researched through few important aspects such as: how many teachers are capable for successful realization of Life Skills curriculum, the level of this success, how much this curriculum meets pupils' needs in regards to their personal, emotional and social development and how interesting and comprehensible this curriculum is for the pupils.

An analytical-descriptive method is used for the research and survey technique for data

collection, in order to analyze teachers' opinion and point of view regarding the problem. In March, 2012, survey has been conducted among 90 homeroom teachers who teach II to VI grade in five primary schools in Skopje. The survey was anonymous so that the teachers do not hesitate to express their opinion on the questions asked.

3. RESULTS OF THE SURVEY

At this point in the study, we present the findings of the survey conducted among the teachers.

Teachers' answers in relation to the question: whether they are satisfied with the implementation of Homeroom in the first two cycles of primary education, are specified in the following table.

Table 1. *Answers - number and percentage*

Answers	Homeroom teachers	
	f	%
Yes, completely	85	94,4
Partially	5	5,6
Not satisfied	0	0
Total	90	100,0

The results leads us to conclude that most of the teachers are satisfied with the implementation of Homeroom as 94,4% of them expressed complete satisfaction, 5,6% partial satisfaction and there was not even one unsatisfied teacher.

Regarding the question in the survey aiming to help us find out the homeroom teachers' opinion whether the Life Skills curriculum meets pupils' needs when it comes to their personal, emotional and social development, the teachers had 3 possible answers to choose from. The results are indicated in the following table.

Table 2. *Answers - number and percentage*

Answers	Homeroom teachers	
	f	%
Yes, completely	79	87,8
Partially	11	12,2
Not satisfied	0	0
Total	90	100,0

The data collected, analyzed and presented in the table above shows that the greatest percentage of teachers answered that the Life Skills curriculum meets pupils' needs regarding their personal, emotional and social development. The fact that not even one teacher has a negative opinion is also impressive.

To discover teachers' opinion on

whether the Life Skills curriculum realized in Homeroom is interesting and comprehensible for the pupils, three possible answers were offered.

The collected data is presented in the table below:

Table 3. *Answers - number and percentage*

Answers	Homeroom teachers	
	f	%
The curriculum is interesting and comprehensible	67	74,4
Parts of the curriculum are interesting and comprehensible	23	25,6
The curriculum is not interesting and comprehensible at all	0	0
Total	90	100,0

From the above table and the data presented can be noticed that 74,4% of teachers consider the curriculum interesting and comprehensible for the pupils, 25,6% think that some of the curriculum is interesting and comprehensible, and not even one of them thinks that the curriculum is not interesting and not comprehensible at all.

Also, important for the research was to discover which elaborated themes in Homeroom inspire pupils' interest the most. The results are presented in the following table.

Table 4. *Answers - number and percentage*

THEME	Homeroom teachers		
	f	%	Rank
I and the others	90	100,0	1
I and habitat	85	94,4	2
I and health	80	88,9	3
My personal development	53	58,9	4
Social relations	48	53,3	5

Data show that what pupils love to talk about the most is themselves, their friends, their habitat and health. They are least interested in social relations.

According to the Bureau of education development, almost every teacher attended a seminar for successful realization of the Life Skills curriculum and all of them have been trained. However, in relation to whether the seminars sufficiently trained the teachers for successful realization of the Life Skills curriculum, the teachers expressed the following opinions.

Table 5. *Answers - number and percentage*

Answers	Homeroom teachers	
	f	%
More than 20 periods	58	64,4
10 to 20 periods	23	25,6
10 periods the most	9	10,0

The above data shows us that even though the greatest percentage of teachers consider themselves sufficiently trained for curriculum realization, there are still a significant percentage of teachers (24,4%) who are in need of additional training.

Moreover, there was a question in the survey aimed to give us inside on the number of periods per academic year (out of 36 in total) during which the Life Skills curriculum had been realized. The final results are in the table bellow:

Table 6. *Answers - number and percentage*

Answers	Homeroom teachers	
	f	%
More than 20 periods	58	64,4
10 to 20 periods	23	25,6
10 periods the most	9	10,0

Despite the greatest percentage of teachers (75,6%) stating that attending seminars trained them for successful realization of Life Skills curriculum, the last table shows that when teachers asked about the number of Homerooms when this curriculum was implemented, it is obvious that considerable percentage of homeroom teachers did not realize the curriculum on more than 20 periods per year, even though they had been asked to do so. This indicates the need to discover the reasons leading to insufficient realization of the Life Skills curriculum during Homeroom.

4. CONCLUSION

According to the results from the survey conducted among the teachers, few general conclusions can be summed up: firstly, the Homeroom is necessary and well implemented because the teachers are satisfied with the introduction of the Homeroom during the first two cycles of primary education, secondly, the Life Skills curriculum meets the pupils' needs regarding their personal, emotional and social development, thirdly, the curriculum in question is interesting and comprehensible for the pupils, fourthly, the pupils find it most interesting to discuss the themes of: I and the others, I

and habitat and I and health, fifthly, the seminars aimed at training the teachers to plan and realize the Life Skills curriculum contribute greatly for the practical implementation of this curriculum during Homeroom and finally, there is still a significant number of homeroom teachers in need of additional training.

Conflict of interests

Authors declare no conflict of interest.

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REQUIREMENTS FOR REORGANIZATION OF THE FIRST CYCLE OF PRIMARY EDUCATION IN THE REPUBLIC OF MACEDONIA

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Original Article

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Abstract. As one of the two basic aims in the key fields of intervention in the National Program for Development of the Education in the Republic of Macedonia for 2005-2015, the issue of increasing the primary education, from 8 to 9 years, was posed. The requirements in this period are mainly initiated by the developmental characteristics of the children. The need for more intensive application of play and the activities of play has been shown to be the most appropriate approach in the process of acquiring of knowledge, abilities, skills and habits, and as an educational reform it should be respected in school conditions.

The subject of scientific research refers to the didactic-methodic components of the activity of play in the first educational cycle. The methodology, methods and techniques that were applied during the course of the research are: the method of analysis (analysis of content and structural analysis), the descriptive method and the method of comparison, as well as the techniques of analysis of pedagogical documentation, observation and surveying.

On the basis of the received results, it can be concluded that: the organization and realization of the activity of play partially depends on the professional training of the teachers; the majority of teachers believe that the syllabi are appropriate for the realization of the activity of play as a methodical concept; the necessity of appropriate didactic-methodical preparation of the teachers for realizing the activity of play.

Keywords: *Requirements, First educational cycle, Developmental needs, Contemporary didactic-methodic approach.*

1. INTRODUCTION

The global social changes that dictate novelties in the educational system are undoubtedly part of the Macedonian social and educational climate. In recent decades, the need for finding new and suitable solutions that will follow the contemporary trends and directions in the field of education, is noticeable. Theory and practice move towards creating various strategies, materials and documents, which will give their contribution for this tendency. The world organizations (UNESCO, UNICEF, The European Council, The European Committee), which are interested in the field of education, are becoming more numerous and louder in their proposals for goals, principles, directions and recommendations that should represent the foundations for a new ordering in education. In the attempt to keep up pace, the Republic of Macedonia is creating national documents in order to set up its own education. The most recent document is the National Program for the Development of Education of the Republic of Macedonia 2005-2015, with additional program documents, published in 2004 by the Ministry of Science and Education of the Republic of Macedonia. This significant strategic document refers to the goals, challenges, the national educational vision, mission, values, principles and key areas for intervention. A plan has been made about the way in which one of the more significant global educational goals can be accomplished, and that is education for everybody, how to advance one's intellectual growth and learning, increasing the chances for participation, as well as the opportunities to increase the competitiveness

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of the Macedonian society. One of the main tendencies found in this strategic document refers to the structural changing of the primary education as a key educational requirements, and what the direct influence and reorganization of the two subsystems would mean; they are preschool and primary school education.

The new systematic and conceptual changes in the primary education in the Republic of Macedonia call for finding contemporary and appropriate approaches to the realization of the syllabus, which will mean rounding up the already started process of structural and content redesigning of the primary schools. The pedagogical theory and practice has always been searching for possible methodical solutions that at the same time will fulfill several aspects, such as: the developmental characteristics, interests, needs and opportunities of students, the syllabi and didactic-methodical apparatus that the teacher will be operating with (from the scientific qualifications of the teaching staff to the technical conditions).

One possible methodical solution which will be in accordance with the big educational reform is the activity of play with its numerous specificities that will be additionally analyzed. The activity of play results from game, which in its initial and natural form has an excellent pedagogical (scientific, theoretical and practical) foundation. The methodical concept of the activity of play does not start from the beginning, on the contrary, it is based on a very healthy and scientifically-founded starting position of play and continues to develop into a concept that is significant for the final period of the early childhood, and that is the early school age. The numerous scientific and practical research of the importance and role of play mainly refers to the preschool period. The need for its application even in the early school period has been increasingly felt, but in different conditions, teaching conditions, learning, acquiring knowledge, skills, abilities, etc. The methodical conceptualization of the teaching in those conditions provides the opportunity for play to be modified into an activity of play.

The need for implementation of the activity of play in the early school period, among other things, has appeared for fulfillment of the following pedagogical components:

Didactic - methodic compatibility between the two subsystems (preschool and primary school education);

Following and respecting the

developmental characteristics of the pupil, as well as their needs, interests and wishes;

The role of the teacher in the methodical conceptualizing of the teaching in the early school period;

Following the recommendations given by the teaching plans and programs.

2. MATERIALS AND METHODS

The problem of the researching is directed towards the analysis of the role, the meaning and readiness of the teachers in the organization of the activity of play as a methodical concept in the first educational cycle of the new compulsory nine-year education.

The expected results refer to the following:

- Among the surveyed participants the dominant view is that the organization and realization of the activity of playing partially depend on their initial education.

- Among the participants the dominant view is that there are partial representation and influence of the trainings for professional improvement aimed for the organization and realization of the activity of play.

- The majority of teachers/educators consider the teaching programs to be suitable for realizing the activity of play as a methodical concept.

- The necessity of appropriate didactic-methodical preparation of the teachers for realizing the activity of play.

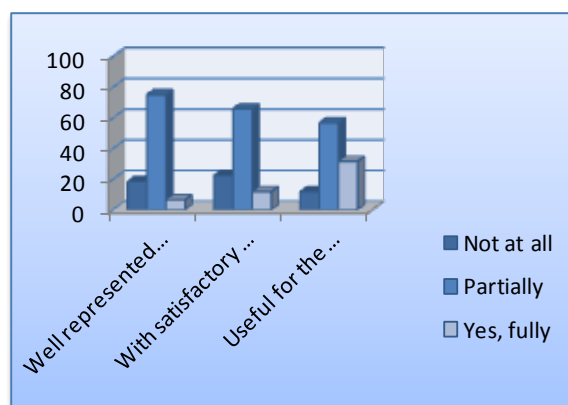
The research implemented the quantitative approach, using the research technique of surveying to reach relevant information. The questionnaire for teachers was structured in four parts, out of which in the first part the questions referred to receiving more detailed information about: The importance of initial education, training for professional improvement, the appropriateness of the teaching programs of the first educational cycle, and the didactic-methodic preparation of the teachers in the process of organization and realization of the activity of play as a methodical concept. With the aim of questioning the views and opinions the research included a sample of teachers who have classes in the first educational cycle. This research covered a total of 152 teachers from 16 primary schools in 5 cities (Skopje, Kumanovo, Kočani, Veles and Vinica).

3. RESULTS AND DISCUSSION

The importance of initial education

For the needs of the organization and realization of the activity of play, it is necessary in order to satisfy certain preconditions. The initial education of the teaching staff of the first educational cycle of primary school, as an important factor, refers to the representation of the content of this issue, the acquired practical experience as well as the application of the acquired knowledge in the given professional engagement. In order to establish the importance of the initial education, the participants had the opportunity to express their views on the following question, and the results are presented in Graph 1.

Graph 1. The importance of initial education



From the results presented in Table 1 (Graph 1) in all three categories, the largest percentage of the surveyed (75.0%) think that in the initial education there is partial content representation of the issue of the activity of play as a methodical concept. According to 18.4% of the participants, there is no content representation at all during the initial education, while an insignificantly small percentage of the surveyed (6.6%) stated that there is full content representation on this topic during the initial education.

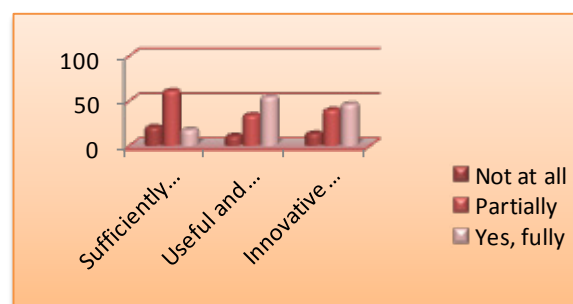
Considering the practical experience, the largest percentage of the surveyed (65.8%) shared the opinion that they have partially acquired practical experience on this content, while 22.4% stated that they do not have any practical experience during the initial education, and 11.8% of the surveyed have satisfactory practical experience in the initial education.

Regarding the issue of the dependence on the initial education and the given professional work, the largest part of the surveyed (56.6%) thinks that the initial education influences them only partially in their given professional work. A very small percentage, i.e. 11.8%, think that they have not acquired a satisfactory practical experience in this period, but the rest of the surveyed, i.e. 36.6%, demonstrate that the content of this topic during the initial education is fully useful for their given professional work.

The importance of training for professional improvement

The system of professional improvement presents innovation of the acquired knowledge through practical work and research activities, skills improvement, abilities improvement and continued professional development of the teachers. The goal of our research, among other things, was also directed towards establishing the representation, the usefulness and application of the trainings for teachers, as well as following contemporary trends for the trainings in this field. Concerning the state of the primary schools at the moment, for the trainings of the teaching staff, the surveyed stated their opinions in the following way, demonstrated through this graph:

Graph 2. The importance of training for professional improvement



According to the data shown in the table, the highest frequency (93) of replies, i.e. 61.2% of the surveyed, consider the trainings for professional improvement aimed for organization and realization of the activity of play as a methodical concept in the first educational cycle to be partially represented. 21.1% of the surveyed share the view that there are not

enough trainings, while only 17.8% consider there to be full representation of the trainings for professional improvement in this field.

According to more than half of the surveyed, the trainings for professional improvement and development are fully beneficial and applicable in their teaching practice. 34.2% of the surveyed share the view that they are partially useful and applicable, while only 11.2% of the surveyed consider these trainings to be non-applicable in their everyday teaching.

Regarding the issue of innovativeness and application of the trainings for professional development, 46.1% of the surveyed claimed that they are fully innovative and contemporary, 40.1% stated that they were partially represented, and 13.8% think that the trainings are not at all innovative and contemporary.

In the framework of this part of the questionnaire, one open-ended question was given: What trainings have you attended up to now?

The surveyed gave the following answers to this question:

Step by step; Active teaching-Interactive learning; Toolkids; With reading and writing to critical thinking; Creative teaching and learning; Leading the classroom; Strategies and techniques of learning and teaching; Team work and envisioning; Personal management; Life skills training; Application of ICT in teaching; Training for the LINOX-edu buntu program; Approaches for visual thinking; Mathematics with thinking; Web-quest; Mathematics and the natural sciences; Methods and techniques of grading; Communication and communicational skills; Improvement of the learning environment; Numerical literacy; Algorithm center.

The suitability of the teaching programs of the first educational cycle

The teaching programs of the first teaching cycle are of great importance in the realization of the activity of play in the educational process. The structure of the teaching programs moves towards content, directions and examples that give ideas for creating activities of play.

From the data that was received at the end, it can be concluded that the teaching programs according to 57.9% of the surveyed largely offer content possibilities for organization and realization of the activity of play in

the first educational cycle, while according to one third of the surveyed, 30.3%, they largely don't offer the needed content possibilities. A very small percentage, 11.8%, of those surveyed had opposing views in terms of the content possibilities of the teaching programs, i.e. 7.2% of them think that it is fully the case, while the rest of them, 4.6%, think that it is not like that at all.

From the sample of teachers, 46.7% think that the teaching program for the first educational cycle for the most part offer defined directions, while 42.8% had the opposing view, that the teaching programs largely do not offer such. Regarding this issue, once again we are faced with a low percentage, 6.6%, of surveyed who think that it is fully the case, and 3.9% who stated that the program does not offer any directions.

A large percentage of the surveyed, 49.3%, share the view that the teaching programs for this period largely offer ready-made solutions and examples of the activity of play, while the frequency of 45 answers points to the view that one-third of the surveyed think that they largely do not offer ready-made examples and solutions. Taking these low percentages of 16.5% and 4.6% into consideration, it can conclude that part of the surveyed do not favor the existence of ready-made solutions and examples of the activity of play in the teaching programs.

Didactic-methodic preparation of the teachers

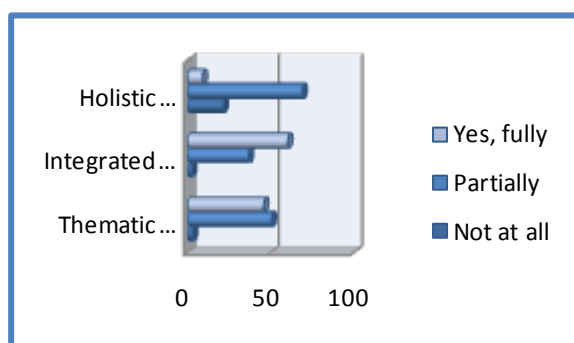
In the process of making and realization of the activity of play, it is necessary to have didactic-methodic preparation of the educators and teachers. It helps them to find appropriate solutions and set the ground for the issue on a wide didactic-methodic foundation. This type of preparation presents a guide according to which the teaching staff will realize their idea. The didactic-methodic preparation presupposes several aspects, but for the needs of this research, the focus has been placed on: the subject and approach from which it has started, and the nature and application of the didactic materials.

The ranking list that has been made on the basis of the views of the teachers for the initial basis in the organization and realization of the activity of play shows that a high percentage of the surveyed start from the teaching content, while the interests of the pupils

according to the data have been ranked second, and the last place on the ranking list is taken up by the present school events, because of the low frequency of answers. This data directs us to the conclusion that the teaching content still has primacy in the creation and realization of the activity of play in the teaching practice.

Didactic-methodic preparation of the activity of playing largely depends on the approach that has been applied by the surveyed in their everyday practice. In the pedagogical theory and practice there are several approaches to the planning of the teaching process, and they are: the thematic, integrated and holistic approach. Each of them has their specific characteristics that undoubtedly influence the realization of the activity of play. The following graph demonstrates which of these approaches is most commonly applied by the surveyed:

Graph 3. The suitability of the teaching programs of the first educational cycle



From the final data that are shown in Table 4.2, it can be concluded that the largest part of the surveyed, 50.7%, only partially uses the thematic approach, but not much less, or 46.0%, fully use the same approach. Only with 5 surveyed is the view that they are not applied it dominant, but their percentage in this case is insignificant.

Regarding the application of the integrated approach, 60.5% stated that they fully apply it, 36.9% of the surveyed partially apply it and only 2.6% do not apply it at all.

Of the total number of surveyed, 21.7% stated that they are not applied the holistic approach at all, while only 9.2% fully apply it. Largely, 69.1%, the holistic approach is only partially applied by the surveyed and since this percentage is the highest of all the offered it can freely be stated that the teaching staff is open to implementation of contemporary approaches in the planning of the didactic-methodic aspects of the teaching.

In the didactic-methodic planning of the activity of play, the didactic materials and means of a different nature should always be involved. The necessity of their presence results from the need to include them in the teaching, especially in the early years. The nature of the didactic materials and means is different and it depends on the aim they are used for. The educators and teachers have the opportunity to choose the type of didactic material that can or doesn't have to be for a certain purpose in accordance with the needs of the activity of play. Considering the need for didactic materials, the largest percentage (67.1%) of the surveyed stated that they apply combined materials and means that contain all the already offered categories of material types. This is especially significant for the realization of the activity of play in practice because the surveyed will have the opportunity to choose the most suitable materials that are needed in order to satisfy the nature of the content. In addition, in the combination of materials and means, the freedom of choice among teachers and educators as well as their respect of the pupils' interests takes up an initial position.

4. CONCLUSION

The data that have been received demonstrate the state and influence of the different aspects on the manner of organization and realization of the activity of play as a methodical concept. The surveyed largely share the views that they are partially trained for organization and realization of the activity of play. The content offers, practical experience and also the application in their given professional work are not fully, i.e. are partially, and covered during the course of their initial education, which calls for the need to increased involvement in these aspects in the process of initial education of the future teachers.

Regarding the trainings aimed about this issue, the surveyed largely thinks that they are partially represented, which can lead us to the conclusion that they feel the need to organize them more often. The need that often comes from the practice should be followed, supported and realized. The views of the teaching staff about the appropriateness of the teaching programs show that the teaching programs largely offer content possibilities, defined directions and ready-made solutions and examples for the realization of the activity of playing for the appropriate subject.

However, there is a need for clearer, more concise and more concrete recommendations for the realization of the activities of play. In the offered directions and examples of the activity of play in the teaching programs, there is content unsuitability, which creates a misstep between the interpretations of the educators and the teachers and their real meaning.

Didactic-methodic preparation as a significant issue has stressed the views of the educators and teachers in several significant segments. Firstly, it can be possible to conclude that the teaching staff cannot show autonomy in terms of the teaching programs. The research showed that in the preparation of the activity of play they most commonly start from the teaching content, and then the pupils' interests or the school events at the moment. Secondly, the surveyed clearly aired their views regarding the application of the thematic and integrated approach, but it is a surprising fact that for the most part they apply the holistic approach as well as an important novelty in the pedagogical theory and practice. Thirdly, the surveyed show practice as a colorful, i.e. a combined application of didactic materials and means for the realization of the activity of play, which points to their freedom and creativity in the choice of such.

Conflict of interests

Authors declare no conflict of interest.

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PARENTS ATTITUDE: INCLUSIVE EDUCATION OF CHILDREN WITH DISABILITY

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Original Article

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Abstract. This article reports the findings of a study designed to explore the attitudes of parents of “normal” developing children toward the inclusion of children with disabilities into mainstream education in Macedonia. Specifically, the study was designed to explore the similarities and differences in the attitudes of two groups of parents: a group of parents of preschool children and a group of parents of school age children. Participants included 88 parents. Generally, many of the parents accept inclusive education, but most of them still think the special school is better place for education of children with disability.

Keywords: Attitude of parents, Children with a disability, Children without disability, Inclusive education.

1. INTRODUCTION

Recent international and national legislation has cast increasing spotlight on the inclusive education. For example, the [Convention on the Rights of Persons with a Disability \(2006\)](#) states the right of every person with a disability to participate fully in an inclusive, quality education on an equal basis with people who are not labeled as disabled. Inclusive education involves “all children, families and adults’ rights to participate in environments where diversity is assumed, welcomed and viewed as a rich resource rather than as a “problem” ([Purdue, 2009; p.807](#)). Inclusion values the active participation of every child as a full member of his or her family, community, and society ([Diamond and Hong, 2010](#)). “Children’s knowledge and skills are developed through their interactions with each other.” ([Frankel et al, 2010; p.3](#)).

Negative attitudes cycle is limiting opportunities for children with disabilities ([Cologon, 2013](#)). Attitudes to children with disabilities can be one of the keys facilitator or a serious barrier to their inclusion and participation in mainstream education. Inclusive education provides an opportunity for the development of appropriate attitudes towards people with disabilities. Exposure to students of all types on a daily basis allows typical students to observe that, just like themselves, students with disabilities have strengths and weakness ([Westwood and Graham, 2000](#)). Research has long established that changing attitudes towards people with disabilities requires, both, information about these disabilities and experience with people with disabilities ([Bandy and Boyer 1994; Carroll et al., 2003; Cook et al., 2000; Lombard et al., 1998; Westwood and Graham 2003; Wishart and Manning, 1996](#)). Inclusion facilitates both of these requirements ([Konza, 2008](#)).

2. MATERIALS AND METHODS

The aim of this study was to investigate the attitudes of parents of “normal” improving children toward the inclusion of children with disabilities into regular education in Macedonia. Specifically, the study was aimed to explore the similarities and differences in the attitudes of two groups of parents of children without disability: A group of parents of preschool children and a group of parents of school age children (primary school).

For the research’s needs, a specially prepared questionnaire with 6 questions and one list with ten opinions on a variety of statements about the education of children with disabilities in a regular classroom were intended for use. The first section included four personal questions (e.g. Gender, age, education and employment of parents) and two questions

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that parents needed to answer: do they have opportunity to meet and make contact with some person with the disability and what is their general attitude towards people with disabilities (positive or negative). The second section included opinions about the education of children with disabilities in a regular classroom, parents were supposed to rate the agree level by using the four level Likert Scale (1 – strongly disagree; 2 – disagree; 3 – agree, 4 – strongly agree). After parents confirmed their participation in the research, they were based on the questionnaires with a previous explanation of the aim and the methods of the research.

2.1. Participants

The survey included 88 parents, 50 (56,9%) of them have preschool child (from 3 to 5 years old) and 38 (43,1%) have a school age child (from 6 to 10 years old). 44 (76%) of the respondents were females. The mean age of the respondents was 35.6 years, with a range of 20–45 years. 41 of them or 46.6% have high school degrees, 42 (47.7%) BA and 5 (5.7%) junior college degrees. Most of the parents (73.9%) worked.

3. RESULTS

We used SPSS 13.0 for quantitative data analysis, which included computation of percentages, mean scores, standard deviations, Pearson χ^2 test and t test. The significance was determined according to level $p < 0.05$.

Table 1. *Contact with persons with disabilities*

Parents of child	Yes	No
Preschool age	32 (64%)	18 (36%)
School age	32 (84,2%)	6 (15,8%)
Total	64 (72,7%)	24 (27,3%)

$$\chi^2=4.446 \text{ df}=1 \text{ p}= .034$$

The obtained results show that sixty-four (72.7%) of all parents indicated that they have opportunities to make contact with a person with disability.

Table 2. *General attitude towards persons with disabilities*

Parents of child	Positive	Negative
Preschool age	38 (76%)	12 (24%)
School age	35 (92,1%)	3 (7,9%)
Total	73 (82,9%)	24 (17,1%)

$$\chi^2=3.961 \text{ df}=1 \text{ p}= .046$$

On the second question: *What is your general attitude towards people with disabilities*, 82.9% of all parents have a positive attitude towards people with disabilities. A two-way contingency table analysis was performed to evaluate which group of parents was more positive towards people with disabilities. The two variables were parents of preschool age child and school age child and their attitudes toward people with disabilities (positive and negative). Parents of children of school age were found to be significantly related, Pearson $\chi^2 = 3.961$, $p = .046$. Parents of children who attend primary school (school age) were more positive towards people with disabilities as related to the other group of parents.

The frequency (percentage) of parents in different child age groups showing their willingness for inclusion of a child with disability in the group/class of their child is presented in table 3.

Half of the parents (58%) of children of preschool age agree and 28.9% parents of children of school age disagree a child with a disability to be included in the group/class of their child.

Table 3. *Agree to include child with disability in the group/class of my child*

Parents of child	Agree	Unsure	Disagree
Preschool age	29 (58%)	13 (26%)	8 (16%)
School age	11 (28.9%)	19 (50%)	8 (21.1%)
Total	40 (45.4%)	32 (36.4%)	16 (18.2%)

$$\chi^2=7.732 \text{ df}=2 \text{ p}= .02$$

Table 4. *Parents' views about inclusive education*

Statements'	Preschool age		School age		T test	p
	M	SD	M	SD		
All children with disabilities should be included in regular pre-schools/schools	2.84	0.96	2.65	0.62	0.4	.34
Children with disabilities included in regular pre-schools/schools are more independent	2.86	0.83	2.63	0.75	1.38	.08
Children with disabilities benefit from regular pre-schools/ schools	2.95	0.68	2.81	0.65	0.99	.16
In regular pre-schools/schools there are better educational opportunities for children with disabilities	2.83	0.79	2.57	0.68	1.51	.06
Children with disabilities will gain more friends in pre-schools/schools	3	0.69	2.73	0.64	1.71	.04
Regular pre-schools/schools strengthen confidence in children with disabilities	3.11	0.70	2.76	0.63	2.22	.01
Children with disabilities is better to include in special pre-schools/schools	2.89	0.78	2.71	0.61	1.16	.12
Children with disabilities in regular pre-schools/schools will be lonely	2.41	0.80	2.44	0.64	1.17	.12
Regular pre-school/school will lead children with disabilities have lower self-esteem	2.66	0.78	2.44	0.68	1.32	.09
It is necessary to have trained staff in regular pre-schools and schools so they can help children with disabilities	3.56	0.64	3.36	0.91	1.09	.13

Parents' perspectives about the aspects of inclusive education are displayed in Table 4. Most of the parents of children at pre-school age (M=3.56) and parents of children of school age children (M=3.36) "strongly agree" that it is necessary to have trained staff in pre-schools and schools so they can help children with disabilities. Only on two statements, there were evidently significant differences between opinions of parents of children at school and preschool age. Parents of children at preschool age have significant positive attitude about the statements "Children with disabilities will build greater friends in pre-schools/schools" (p=.04) and "Regular pre-schools/schools strengthen confidence in children with disabilities (p=.01).

4. DISCUSSION

Children with disabilities who are included in regular schools are given

opportunities to engage at higher academic levels and to achieve outcomes that may not otherwise be possible (Finke et al., 2009). Parents of children who attend preschool were more acceptable to inclusion of children with disabilities as compared to the group of parents of children at school age ($\chi^2=7.732$, $p=.02$).

Despite the parents' agreement on the statement "All children with disabilities should be included in regular pre-schools/schools" (58% of them "agree" and "strongly agree"), on the statement "Children with disabilities is better to be included in special pre-schools/schools", 71.8% of them answered that they "agree" and "strongly agree" with that. Part of the cause of this contradictory opinion may be that almost 93% of them think it is necessary to have trained staff in regular pre-schools and schools that will help to children with disabilities.

Inclusive settings encourage higher levels of interaction than segregated settings

(Antia et al., 2011; Baker-Ericzén et al., 2009; Odom et al., 2011; Theodoru and Nind, 2010). Research evidence suggests that genuinely inclusive education allows children to build and develop friendships that they might not have considered or encountered otherwise (Finke et al., 2009). In our research, 70.6% of parents indicated that children with disabilities will gain more friends in regular preschool/school.

Children who participate in inclusive education have been found to be more independent (Baker-Ericzén et al., 2009; Stahmer et al., 2011). There was moderate agreement for this statement (Children with disabilities included in regular pre-schools/schools are more autonomous) in our research, 59.2% of parents agree or strongly agree with this.

Numerous researches for inclusive education of social development has also found that inclusion results in a more positive sense of self and self-worth for children who do and do not experience disability (Diamond and Huang, 2005; Fitch, 2003). Almost 73% of the parents “agree” and “strongly agree” that children with disabilities contained in regular group/school will strengthen their confidence. But on the statement “Regular pre-school/school will lead children with disabilities to have lower self-esteem”, 46.2% of them “agree” and “strongly agree” with that. This is another example of inconsistent attitudes of parents about inclusive education of children with disabilities. Numerous people have negative beliefs about individuals with disabilities which may often be based on fear, misconceptions, and lack of knowledge (Hammond, Jentzsch and Menlove, 1994).

5. CONCLUSIONS

A successful process of inclusion requires that the community believes in the competence of the education system to respond to the needs of all students. Parents especially need to get confidence in the capacity of the schools to understand and effectively educate their children with or without disabilities (Favazza and Odom, 1997).

Parents of children without disabilities worry that their child will not be challenged in an inclusive classroom, fearing that the teacher will have modified the curriculum for the entire class. Parents also worry that their non-disabled child will receive less one-on-one attention, as the teacher devotes all extra

time to the child with a disability. There does not seem that typical-developing children in inclusive classrooms achieve lower outcomes than their peers in non-inclusive settings. In addition, a number of studies have demonstrated that non-disabled children from inclusive pre-schools scored higher in tests on positive attitudes towards people with disabilities, and on social acceptance of people with disabilities.

For a successful inclusive education, parents of children with and without disabilities should be informed about this process. Attitudes have enormous influence on inclusion of children with disabilities in regular school. Numerous authors identified the attitudes as a major barrier to non-discrimination in education for people with disabilities.

Conflict of interests

Authors declare no conflict of interest.

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RELATIONS BETWEEN MOTORIC ABILITIES AND SPECIFIC MOTORIC BASKETBALL SKILLS IN PHYSICAL EDUCATION CLASSES

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Abstract. The aim of this study was to determine the relation between motoric and specific motoric basketball skills in physical education classes for elementary school students. The sample was taken from a population of boys and girls in four elementary schools in Niš. Boys (66) and girls (58), have been students of elementary school, 10 years old and all of them have been attending regular physical education classes three times a week. For the assessment of motoric abilities, a set of 12 motoric tests was applied: Explosive strength: squat jump, squat jump arms swing and drop jump; Speed: 20m running from a low start, orbiting hand and orbiting leg; Coordination: jumping over the horizontal rope, envelope test and figure „8“ with bending; Accuracy: darts, shooting with the ball at horizontal target and stiletto. For the assessment of specific motoric basketball skills a set of six tests was applied: elevations precision of ball passing with two hands, horizontal precision of ball passing with two hands, orbiting ball around the body, orbiting ball through the legs (figure „8“), dribble around a central circle of the basketball court and dribble two „small eights“ around two adjacent circles of basketball court. In data processing canonical correlation and regression analysis were used. The results showed that motoric abilities significantly contributed to success of specific motoric tests performance both with boys and also with girls.

Keywords: *Physical education, Teaching process, Motoric abilities, Specific motoric basketball skills, Students.*

1. INTRODUCTION

The essence of physical education teaching process, in addition to optimal development of anthropological characteristics of students and the adoption of sport-technical

education contents, is also to act towards including the process of physical exercise in everyday life, ie. by systematic application, physical exercise to become part of students' value system. It is necessary for the process of physical education to cause adaptive changes in motoric abilities and organic systems with students, especially cardiovascular and respiratory system, and this is only possible by adequately choosing the means of physical exercises, using the appropriate method, load, methodical and organizational forms of work (Višnjić, Jovanović and Miletić, 2004). „The goal of physical education teaching process is settling the basic biopsychosocial needs of students for physical activity, the formation of proper understanding and attitude towards them and continuously encouraging students to incorporate physical activity into everyday life and culture of living in general“ (Matić et al., 1992, 64).

Physical education is a complex pedagogical process which must have been without mistakes. It must be performed properly due to results we all want to see, proper growth and development of students. Through physical exercises, physical abilities are methodically and systematically developing, health is strengthening, moral characteristics are developing, in a word, complete person is building up. In order to achieve this, the student has to be the subject of a teaching process. For that reason, physical education programme needs to be precise, the goal has to be exactly defined, every component of anthropological space has to have its own place and prediction of its level it needs to be developed.

It should also have to take into account the individual abilities of each student, because since the Middle Ages, humanist-educators have considered the harmony of body and spirit and that the children should be treated patiently, by respecting their

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individuality. They also said that the physical education was in the primary education of each child as one of the components, with intellectual, moral and aesthetic education (Grandić, 1997).

The process of physical exercise certainly affects changing the human abilities and qualities within anthropological space. This is followed by maximum adjustment to interests and needs of students. In order to achieve this, there must be information about anthropological status of students. It includes all abilities and characteristics of anthropological space: morphological characteristics, motoric and situational-motoric abilities, functional abilities, cognitive abilities, conative characteristics, etc. Knowing the structure of mentioned anthropological abilities and characteristics of students and their development, is the basic requirement for successful management of physical education process.

For the purpose of this study the testing was performed, and also comparing of two parts of anthropological space in the form of motoric abilities and specific motoric basketball skills. Basic motoric abilities as the basis of human motorics have great impact on their sub-variant defined as situational-motoric abilities. Specific motoric abilities are abilities acquired as conditional reflexes and they are relevant to a particular sport, they are made up from exactly certain combinations of basic motoric abilities and with smaller part from functional and cognitive abilities and conative characteristics (Golubović-Jovanović and Jovanović, 2003). Therefore, the intention of this paper is to determine the level of that impact on success in results of some tests of specific motoric basketball skills.

2. WORKING METHOD

The sample was drawn from a population of boys and girls in four elementary schools in Niš. Boys (66) and girls (58), have been students of elementary school, 10 years old and all of them have been attending regular physical education classes three times a week. The aim of this study was to determine the relation between motoric abilities and specific motoric basketball skills in physical education classes with both groups.

For the assessment of motoric abilities, a set of 12 motoric tests was applied: Explosive strength: squat jump (SKVAT), squat jump arms swing (SKVATZ) and drop jump (DROP); Speed: 20m running from a low

start (TR20N), orbiting hand (KRUŽR) and orbiting leg (KRUŽN); Coordination: jumping over the horizontal rope (PRHV), envelope test (KOVV) and figure „8“ with bending (OSMSS); Accuracy: darts (PIKAD), shooting with the ball at horizontal target (GHLOP) and stiletto (STIL).

Applied set of motoric tests was taken from the researches of Kurelić, Momirović, Stojanović, Radojević and Viskić-Štalec (1975), Bosco, Komi and Luhtanen (1983), Soše and Rađo (1998).

For the assessment of specific motoric basketball skills a set of six tests was applied: elevational precision of ball passing with two hands (PER2), horizontal precision of ball passing with two hands (PHOR), orbiting ball around the body (KRTE), orbiting ball through the legs (figure „8“) (KRNO), dribble around a central circle of the basketball court (SVKR) and dribble two „small eights“ around two adjacent circles of basketball court (SVMO).

Applied set of specific motoric basketball skills tests was taken from the research of Golubović-Jovanović and Jovanović (2003).

The testings were conducted at the school gyms. Respondents were wearing adequate sports equipment. The following instruments were used:

Motoric abilities

Roller of 35 cm diameter, 40 cm high chest, stopwatch, jumping rope, seven stands of 120 cm height, elastic band, tennis balls, darts, steel measuring tape, tape measure, Chronojump system (chronopic v3.0, contact platform, chronojump software 0.9.3).

Specific motoric basketball skills

Basketballs, basketball court (length 28 m) with mounted boards, stopwatch.

Data analysis was performed with the statistical package Statistica 7.0, and canonical correlation and regression analysis were used. Processing of the raw data was performed separately for boys and for girls in particular, and the results were particularly presented.

3. RESEARCH RESULTS

3.1. Canonical correlation analysis

Table 1. Canonical correlation analysis between motoric specific motoric basketball skills

		Can.R	Can.R ²	Chi-sqr.	df	p
Boys	0	.790	.624	121.89	72	.000**
	1	.748	.560	123.51	72	.000**
Girls	0	.668	.446	84.53	55	.006**
	1					

Table 1 shows the level of connection between the predictor set of motoric abilities and criterion set of specific motoric basketball skills with boys and with girls.

With boys group, one significant canonical correlation of these two sets at the level of $p < .01$ was found. It has been explained by the size of the canonical correlation coefficient (Can.R = .790), having turned into a significant function amounts as $p = .000$. The coefficient of determination (Can.R² = .624) explains the percentage relation of the two sets, and the influence of motoric abilities on specific motoric basketball skills is 62.4%. The structure of canonical factors (Table 2), for the motoric abilities shows figure „8” with bending (OSMSS -0.45) as the most affecting factor, while dribble around a central circle of the basketball court (SVKR 0.83) is the specific motoric factor with the greatest influence.

It may be noted that there is a single general factor explaining the success in specific motoric basketball skills with boys.

With girls group, two significant canonical correlations of these sets at the level of $p < .01$ were found. The first canonical correlation is explained by the size of the canonical correlation coefficient (Can.R = .748), having turned into a significant function amounts as $p = .000$. The coefficient of determination (Can.R² = .560) explains the percentage relation

of the two sets, and the influence of motoric abilities on specific motoric basketball skills is 56%. The structure of the first canonical factor (Table 2) for the motoric abilities again shows figure „8” with bending (OSMSS -0.54), as well as with boys groups, as the most affecting factor, and at the side of specific motoric basketball skills, dribble around a central circle of the basketball court (SVKR -0.87) is the most affecting factor. The second canonical correlation indicates the size of the canonical correlation coefficient (Can.R = .668), having turned into a significant function amounts as $p = .006$. The percentage relation of two sets is smaller than in the former case and it is 44.6% which has been obtained on the basis of the coefficient of determination (Can.R² = .446). The structure of the second canonical factor (Table 2) on the side of motoric abilities shows the strongest factor in drop jump (DROP -0.55), while dribble around a central circle of the basketball court (SVKR -0.84) is this time also the most affecting factor among specific motoric basketball skills tests.

In the case of connection of motoric abilities and specific motoric basketball skills with girls, it cannot be defined one general factor that significantly defines these areas, but it has been noted the existence of two significant factors with complementarity.

Table 2. Canonical factors

Boys				Girls					
	<i>Root 1</i>		<i>Root 1</i>		<i>Root 1</i>	<i>Root 2</i>		<i>Root 1</i>	<i>Root 2</i>
SKVAT	-0.29	PER2	0.60	SKVAT	0.36	0.39	PER2	0.07	0.37
SKVATZ	-0.28	PHOR	-0.27	SKVATZ	0.10	-0.21	PHOR	-0.08	-0.81
DROP	-0.18	KRTE	0.15	DROP	-0.05	-0.55	KRTE	0.01	0.03
TR20N	0.23	KRNO	-0.57	TR20N	-0.44	0.02	KRNO	0.03	-0.72
KRUŽR	-0.06	SVKR	0.83	KRUŽR	-0.04	-0.10	SVKR	-0.87	-0.84
KRUŽN	-0.03	SVMO	-0.17	KRUŽN	0.28	-0.17	SVMO	0.20	0.70
PRHV	-0.26			PRHV	0.18	0.47			
KOVT	0.23			KOVT	0.10	0.36			
OSMSS	-0.45			OSMSS	-0.54	-0.42			
PIKAD	-0.26			PIKAD	0.41	-0.31			
GHLOP	-0.19			GHLOP	-0.20	-0.27			
STIL	-0.07			STIL	-0.19	-0.25			

3.2. Regressional analysis

Table 3. Regressional analysis between motoric and specific motoric basketball skills with boys

<i>Variables</i>	<i>PER2 (q)</i>	<i>PHOR (q)</i>	<i>KRTE (q)</i>	<i>KRNO (q)</i>	<i>SVKR (q)</i>	<i>SVMO (q)</i>
<i>SKVAT</i>	.111	.533	.229	.325	.926	.462
<i>SKVATZ</i>	.153	.875	.741	.827	.221	.502
<i>DROP</i>	.772	.732	.785	.864	.020*	.522
<i>TR20N</i>	.202	.490	.874	.727	.007**	.027*
<i>KRUŽR</i>	.206	.921	.147	.273	.240	.256
<i>KRUŽN</i>	.248	.995	.165	.028*	.831	.891
<i>PRHV</i>	.561	.177	.030*	.027*	.237	.021*
<i>KOVT</i>	.045*	.314	.038*	.671	.332	.233
<i>OSMSS</i>	.046*	.986	.251	.040*	.538	.853
<i>PIKAD</i>	.430	.582	.009**	.356	.017*	.045*
<i>GHLOP</i>	.275	.288	.207	.189	.629	.861
<i>STIL</i>	.002**	.398	.340	.004	.310	.498
<i>Q</i>	.011*	.748	.005**	.001**	.000**	.002**

Results of regressional analysis with boys indicates a statistically significant influence of motoric abilities as a multivariate area on most specific motoric basketball skills tests (PER2.011; KRTE.005; KRNO.001; SVKR.000; SVMO.002).

At the individual level, a statistically significant relation can be seen from the following tests:

- drop jump (DROP) has a significant relation with dribble around a central circle of the basketball court (SVKR.020);
- 20m running from a low start (TR20N) with two dribble tests (SVKR.007; SVMO.027);
- orbiting leg (KRUŽN) with orbiting ball through the legs (KRNO.028);
- jumping over the horizontal rope (PRHV) with tests of ball manipulation

(KRTE.030; KRNO.027) and with dribble two „small eights” around two adjacent circles of basketball court (SVMO.021);

- envelope test (KOVT) with elevational precision of ball passing with two hands (PER2.045) and orbiting ball around the body (KRTE.038);

- figure „8” with bending (OSMSS) with elevational precision of ball passing with two hands (PER2.046) and orbiting ball through the legs (KRNO.040);

- darts (PIKAD) with orbiting ball around the body (KRTE.009) and two dribble tests (SVKR.017; SVMO.045);

- stiletto (STIL) with elevational precision of ball passing with two hands (PER2.002) and orbiting ball through the legs (KRNO.004).

Results of regressional analysis with

Table 4. Regressional analysis between motoric and specific motoric basketball skills with girls

<i>Variables</i>	<i>PER2 (q)</i>	<i>PHOR (q)</i>	<i>KRTE (q)</i>	<i>KRNO (q)</i>	<i>SVKR (q)</i>	<i>SVMO (q)</i>
<i>SKVAT</i>	.283	.254	.016*	.277	.031*	.025*
<i>SKVATZ</i>	.203	.047*	.235	.375	.485	.618
<i>DROP</i>	.370	.568	.021*	.048*	.349	.326
<i>TR20N</i>	.234	.528	.226	.421	.010*	.008**
<i>KRUŽR</i>	.295	.529	.449	.345	.361	.244
<i>KRUŽN</i>	.265	.334	.047*	.261	.031*	.163
<i>PRHV</i>	.027*	.542	.734	.025*	.287	.604
<i>KOVT</i>	.400	.010*	.024*	.465	.206	.327
<i>OSMSS</i>	.039*	.210	.643	.261	.027*	.029*
<i>PIKAD</i>	.306	.421	.325	.016*	.030*	.048*
<i>GHLOP</i>	.717	.333	.204	.306	.417	.265
<i>STIL</i>	.279	.006**	.396	.320	.260	.038*
<i>Q</i>	.041*	.006**	.012*	.008**	.000**	.002**

girls indicate a statistically significant influence of motoric abilities as a multivariate area on all the specific motoric basketball skills tests (PER2.041; PHOR.006; KRTE.012; KRNO.008; SVKR.000; SVMO.002).

At the individual level, a statistically significant relationship can be seen from the following tests:

- squat jump (SKVAT) has a significant relation with orbiting ball around the body (KRTE.016) and two dribble tests (SVKR.031; SVMO.025);

- squat jump arms swing (SKVATZ) with horizontal precision of ball passing with two hands (PHOR.047);

- drop jump (DROP) with tests of ball manipulation (KRTE.021; KRNO.048);

- 20m running from a low start (TR20N) with two dribble tests (SVKR.010; SVMO.008);

- orbiting leg (KRUŽN) with orbiting ball around the body (KRTE.047) and dribble around a central circle of the basketball court (SVKR.031);

- jumping over the horizontal rope (PRHV) with elevational precision of ball passing with two hands (PER2.027) and orbiting ball through the legs (KRNO.025);

- envelope test (KOVТ) with horizontal precision of ball passing with two hands (PHOR.010) and orbiting ball around the body (KRTE.024);

- figure „8“ with bending (OSMSS) with elevational precision of ball passing with two hands (PER2.039) and two dribble tests (SVKR.027; SVMO.029);

- darts (PIKAD) with orbiting ball through the legs (figure „8“) (KRNO.016) and two dribble tests (SVKR.030; SVMO.048);

- stiletto (STIL) with horizontal precision of ball passing with two hands (PHOR.006) and dribble two „small eights“ around two adjacent circles of basketball court (SVMO.038).

4. DISCUSSION AND CONCLUSION

In specific motoric abilities associated with any sport, motoric abilities are imposed as the basis in building up the results. With a little help of other components of anthropological space, the final formula for success is obtained.

Motoric abilities are probably the most researched part of anthropological space, whether considered independently (Kocić,

2005; Džajić, 2008; Saygin and Dükanci 2009; Milenković and al., 2011), or compared with other dimensions (Milenković and al., 2008, Šekeljić and Stamatović 2008; Milenković, 2009; Popovski, 2011). In organizing physical education classes, development of motoric abilities has a very important place. They represent the existential qualities of man as a person, because of their manifestation in work, training, competition and in other human activities.

In physical education teaching process it is necessary in order to plan the harmonious development of motoric abilities. Due to their complexity and number, it is not possible to isolate the developing of each ability, because the impact overflow of a given exercise is being occurred on other abilities. As much as the practitioner is at a lower level of physical fitness, the impact overflow will be higher. A versatile approach to development of motoric abilities will ensure the prevention of postural disorders and provide good health of students. The main task is to improve, enhance and sustain the level of physical abilities. The success of the aforementioned task seems the only measure of teaching physical education valuation (Višnjić, Jovanović and Miletić, 2004). The effort needed to be done to successful development of motoric abilities is very small, taking it as a fact that number of classes per week is insufficient and that there are many obstacles in the field of conditions, primarily infrastructure (lack of gyms and teaching means). However, even with these difficulties, lecturer should not be wrapped up with resignation and disinterest, because his role as an educator would be defeated. In this regard, each class must represent the time for developing motoric abilities, and therefore the impact on other parts of anthropological space of each student organism.

Good organization of physical education class provides good results in development of motoric abilities of students as evidenced by many studies (Jovanović, 1999; Bigović 2004; Džajić, 2008; Džibrić, Pojskić and Huremović 2009; Klinčarov, Nikovski and Aceski 2010; Milenković, 2013). By good organization of the class, all aspects presented within the objective of physical education teaching can be fulfilled: settling the need for physical activity, the formation of proper understanding and attitude towards physical activity and encouraging the incorporation of physical activity into everyday life and culture of living.

This research was carried out in physical education classes with male and female

students in fourth grade of elementary school. After testing, the two parts of anthropological space in the form of motoric and specific motoric basketball skills were compared. The aim was to determine the impact level of motoric abilities on success in results of some specific motoric basketball skills. As in many other studies, success of specific motoric basketball skills is highly dependent on the level of motoric abilities. Therefore, even this time it could be determined how significant human motorics could be on other dimensions of anthropological space.

Conflict of interests

Authors declare no conflict of interest.

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TIME PERSPECTIVE AS PREDICTOR OF MEANING IN LIFE

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Abstract. The purpose of this study was to determine whether meaning in life among Macedonian students can be predicted based on their dominant orientation toward past, present or future. Participants in the study were 252 students aged 18 to 27 years. Zimbardo Time Perspective Inventory was used for measuring five factors of time perspective, while two dimensions of meaning in life were measured with Meaning in Life Questionnaire. The results showed that students with sentimental attitude toward past (Past Positive), with the absence of traumatic past experiences (Past Negative), hedonistic orientation (Present Hedonistic) and direction to future goals and achievements (Future), report presence of meaning in life. On the other hand, students who search for meaning in life are those who have a sentimental relationship with the past and future orientation, as well as unpleasant memories of the past and the present fatalistic view determined by external factors (Present Fatalistic). Hence, significant predictors of Presence of Meaning in Life appeared to be orientation toward past positive, hedonistic present and the future, as well as avoidance of the negative past reminiscences, explaining 11.6% of the variance. The Search for Meaning in Life can be predicted from Past Positive, Past Negative and Future, thus explaining 12.9% of the variance. The findings confirmed the relevance of temporal perspective on the meaning in life in Macedonian students. Investigation revealed that most contributing sources of meaning in life among adolescents are relationships with family, partners and friends.

Keywords: *Time perspective, Meaning in life, Sources of meaning, Students.*

1. INTRODUCTION

Interest in conceptualisation of the meaning of life is originally rooted in philosophical contemplation about the meaning of human existence in general. On the other hand, psychology puts the focus mainly on the meaning in each individual's life. The idea that each person needs to discover meaning in his or her life was brought to psychology by Victor Frankl (1977) who claimed that determination to meaning is the ultimate human motivational force. More comprehensive way to define the meaning is proposed by Wong (2012) in his PURE model (purpose, understanding, responsibility and enjoyment). In this model, the four components of the meaning in life refer to its motivational, cognitive, social and affective aspect, respectively. Another contemporary model is focused on two of the above mentioned components: motivational and cognitive one (Steger et. al., 2006). The authors proposed a two-dimensional model for meaning in life, one dimension being Presence of Meaning in Life (PML) and the second one being Search for Meaning in Life (SML). PML refers to the extent in which people comprehend, make sense of, or see significance in their lives, accompanied by the degree in which they perceive themselves to have a purpose, mission, or over-arching aim in life. On the other hand, SML refers to people's efforts to establish or augment their understanding of the meaning in their lives. Additionally, Steger (2009) suggests that sources from which people say they draw meaning could be beneficial for shedding light on the concept.

In the literature, there have been indications for strong relationship between meaning in life and temporal dimensions. As Erymaz (2011) pointed out, people need an important tool to give meaning of their lives and control it, and this tool is time. All plans and intentions

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are realized within time. It is also within time that the human being strives to satisfy the need for meaning in life and experiences that meaning. An exploration of one's relationship with time has a potential to develop fuller evaluations of one's life, through finding connections between past and present events and future aspirations. It may help to develop a sense of continuity between time perspectives and even facilitate the process of finding a deeper meaning in one's life (Bonniwell, 2005).

The time perspective concept, developed by Zimbardo and Boyd (1999), consists of five factors, which promote different attitudes toward temporal frames. Orientation toward past could be either positive or negative. *Past-Positive* (PP) reflects a warm, pleasurable, often sentimental and nostalgic view of one's past with maintaining relationships with family and friends. *Past-Negative* (PN) is determined by personal experiences that were aversive, traumatic or unpleasant. Orientation toward present could be hedonistic or fatalistic. *Present-Hedonistic* (PH) refers to living in the moment, in the here and now, pleasure seeking, enjoying high intensity activities, seeking thrills and new sensations and openness to adventures. *Present-Fatalistic* (PF) is associated with helplessness, hopelessness and a belief that outside forces control one's life, for e.g. spiritual or governmental forces. Finally, *Future* orientation (F) is concerned with working for future goals and rewards, often at the expense of present enjoyment, delaying gratification and avoiding time-wasting temptations.

According to Sobol-Kwapinska (2009) those who have hedonistic orientation toward present perceive their life as more purposeful, while those who are more fatalistic oriented have a lower sense of meaning in life. In one study Steger et al. (2008) found that Presence of Meaning in Life has significant positive correlation with Past-Positive and significant negative correlation with Past-Negative temporal orientation. Contrary to it, Search for Meaning in Life was found to be positively related to Past-Negative and Present-Fatalistic. Investigating the relationship between attitude toward time and the presence of meaning in life, Przepiorka (2012) found that the more extended the time perspective was, the higher meaning in live people experienced. Furthermore, the author concluded that the most significant predictors of the presence of meaning in life were low hostile time and high friendly time.

Time perspective and meaning in life

have been the subject of only few empirical studies in the Macedonian cultural context (Ачковска Лешковска, Штерјовска, 2013; Shterjovska and Achkovska-Leshkovska, 2013, Spasovski, 2012) but none of them has explored their relationship.

2. METHOD

The aim of the study is to examine how factors of time perspective are connected to dimensions of meaning in life, as well as which of the mentioned variables, if any, can predict the presence of meaning in life and search of meaning in life in Macedonian female students. The research also involved the objective to determine the sources of meaning in their lives.

According to the literature review of theory and researching studies on these topics (Zimbardo and Boyd, 1999; Steger et al., 2008; Oles, Brygola and Sibinska, 2010; Przepiorka, 2012) Presence of Meaning in Life was assumed to correlate positively with Past-Positive, Present-Hedonistic and Future, while negatively with Past-Negative. Also, SML was hypothesized to be in positive correlation with Past-Negative, Present-Fatalistic and Future.

Correlation method and linear regression analysis were applied as the statistical procedure to this examination. Participants in the study were 252 undergraduate female students, aged 18 to 27 years, from the Department of Psychology and Faculty of Informatics Technology in the oldest university in the Republic of Macedonia. They were given two instruments:

Zimbardo Time Perspective Inventory (ZTPI, Zimbardo and Boyd, 1999). The 56-item scale consists of 5 subscales measuring 5 factors of time perspective: Past Positive, Past Negative, Present Hedonistic, Present Fatalistic and Future.

Meaning in Life Questionnaire (MLQ, Steger et al., 2006). This 7-point Likert scale composes of 10 items assessing 2 dimensions: Presence of Meaning in Life and Search for Meaning in Life.

Numerous studies have demonstrated high reliability for the mentioned scales in many different cultures. In the Macedonian sample, the Cronbach's alphas for ZTPI subscales range from 0.70 to 0.80 and for MLQ sub-scales were 0.72 for PML and 0.83 for SML.

Also participants were asked to name

3 sources which they mostly draw meaning from, and the obtained data were sorted into categories and percentages were calculated.

3. RESULTS

In Table 1. descriptive statistics, as well as inter-correlations between the factors of time perspective and dimensions of meaning in life, are represented.

Table 1. Means, standard deviations and correlations among Time Perspective factors and Meaning in Life dimensions (N=252)

	PP	PN	PH	PF	F	PML	SML
PP	1	-.208**	.125*	.069	.204**	.200**	.141*
PN		1	-.012	.440**	.091	-.160*	.249**
PH			1	.216**	-.152*	.200**	.100
PF				1	-.066	-.055	.196**
F					1	.156*	.230**
PML						1	.027
SML							1
M	3.597	2.826	3.637	2.928	3.542	25.837	24.595
SD	.480	.657	.475	.551	.537	6.233	6.736

The results show that Presence of Meaning in Life is in significant positive correlation with Past Positive ($r=0.200$, $p<0.01$), Present Hedonistic ($r=0.200$, $p<0.01$) and Future ($r=0.156$, $p<0.05$) while in significant negative correlation with Past Negative ($r=-0.160$, $p<0.05$). The other dimension of meaning in life, Search for Meaning in Life is positively connected with Past Positive ($r=0.141$, $p<0.05$), Past Negative ($r=0.249$, $p<0.01$), Present Fatalistic ($r=0.196$, $p<0.01$) and Future ($r=0.230$, $p<0.01$).

Tables 2 and 4 refer to the results of the multiple linear regression analysis, while tables 3 and 5 represent Coefficients of Regression Models for Presence of Meaning in Life and for Search for Meaning in Life, respectively.

Table 2. Multiple Regression Analyses Predicting Presence of Meaning in Life from Time Perspective Factors

Model	R	R ²	Adj.R ²	F	Sig. F	R ² Ch.	F Ch.	p
1.	.200	.040	.036	10.467	.001	.040	10.467	.001
2.	.267	.071	.064	9.547	.000	.031	8.320	.004
3.	.307	.094	.083	8.607	.000	.023	6.318	.013
4.	.340	.116	.101	8.088	.000	.022	6.012	.015

Predictors: PP

Predictors: PP, PH

Predictors: PP, PH, F

Predictors: PP, PH, F, PN

Table 3. Coefficients of Regression Models for Presence of Meaning in Life

Model	B	SE	β	p
PP	2.602	.804	.200	.001
PP	2.315	.799	.178	.004
PH	2.332	.808	.178	.004
PP	1.850	.812	.142	.024
PH	2.705	.814	.206	.001
F	1.844	.733	.158	.013
PP	1.371	.827	.106	.099
PH	2.786	.806	.212	.001
F	2.103	.734	.180	.005
PN	-1.438	.587	-.152	.015

Table 4. Multiple Regression Analyses Predicting Search for Meaning in Life from Time Perspective Factors

Model	R	R ²	Adj.R ²	F	Sig. F	R ² Ch.	F Ch.	p
1.	.249	.062	.058	16.559	.000	.062	16.559	.000
2.	.325	.105	.098	14.655	.000	.043	12.020	.001
3.	.359	.129	.118	12.233	.000	.024	6.718	.010

Predictors: PN

Predictors: PN, F

Predictors: PN, F, PP

Table 5: Coefficients of Regression Models for Search for Meaning in Life

Model	B	SE	β	p
PN	2.556	.628	.249	.000
PN	2.361	.617	.230	.000
F	2.634	.760	.209	.001
PN	2.739	.627	.267	.000
F	2.176	.772	.172	.005
PP	2.264	.873	.161	.010

The results from the linear regression analysis show that significant predictors of Presence of Meaning in Life are orientations toward Past Positive ($\beta=0.106$, $p=0.099$), Present Hedonistic ($\beta=0.212$, $p=0.001$) and Future ($\beta=0.180$, $p=0.005$), as well as lack of Past Negative ($\beta=-0.152$, $p=0.015$), explaining 11.6% of the variance. Search for Meaning in Life can be predicted from Past Positive ($\beta=0.161$, $p=0.010$), Past Negative ($\beta=0.267$, $p=0.000$) and Future ($\beta=0.172$, $p=0.005$), thus explaining 12.9% of the variance.

The data for the sources of meaning in life revealed that for students, the most important are the significant others. The percentages of each source, sorted by amount, are represented as follows: family (77%), romantic love (53%), friends (44%), education (15%), work (11 %), happiness (9%) and self (8%).

4. DISCUSSION AND CONCLUSION

Meaning in life is crucial for the well-being of an individual. As Steger (2009) pointed out, the eudemonic facet of the well-being refers to the extent to which people comprehend, make sense of, or see significance in their lives, accompanied by the degree to

which they perceives themselves to have a purpose, mission, or over-arching aim in life. According to the mean scores of the Meaning in Life variables in the present study, it could be concluded that Macedonian female students have a relatively high level of Presence and Search of Meaning in Life. This tendency could be explained from the developmental perspective. College students are engaged and motivated in their efforts to find meaning in life, especially when they are close to graduating, when they tend to be more reflective of their life choices. High levels of both PML and SML suggest that respondents feel the presence of meaning in their lives, but are still open to explore the purpose of their life.

Time perspective is regarded as an expression of a person's own system of meanings that allows one to develop a coherent framework for living. The results of the presented study show that Past Positive, Past Negative and Future are significantly connected with both dimensions of meaning in life, while Present Hedonistic and Present Fatalistic are correlated with Presence of Meaning in Life and Search for Meaning in Life, respectively.

These findings are in accord with the ones reported in previous studies (Zimbardo and Boyd, 1999 Steger et. al., 2008). Having in mind that Past Positive is the time perspective that refers to pleasant memories of the past and involves warm personal interactions as a most dominant characteristic, it is understandable why it appeared to be one of the predictors of the Presence of Meaning in Life. Fruitful ground provided by pleasant memories of the past gives potential sources for meaning in life. Investigations have revealed that most contributing source of meaning in life among adolescents is their relationship with friends, partners and family (Steger, Oishi, and Keskibir, 2011, Mulders, 2011). This conclusion is congruent with the findings regarding sources of meaning in life in our study.

Besides pleasant past experiences, meaning can be drawn from joyful moments on daily bases, especially for adolescents. Mulders, 2011 suggests that post-modernist youths meet a new challenge in a society with diverse orientations and are provided with more freedom and autonomy than generations before. As a result, young people refuse to adopt an ideological framework, thus orienting toward more mundane, hedonistic ideas about meaning in life. As the author hypothesized, almost half of the adolescents participated in his study, mentioned pleasure as provider of meaning in life.

These results are compatible with findings that refer to pleasure as provider of meaning in life. However, set on a path towards significant life decisions, adolescents also derive meaning from their future plans. In one previous study (Steger et al., 2006), it was revealed that Search for Meaning in Life is in strong positive relation with neuroticism, depression and negative emotions, which is congruent with the unpleasant psychological states of individuals with Past Negative focus. Search for Meaning in Life might exemplify an inability to let go of painful past experiences, so that is why Past Negative has appeared as its predictor. Having no stable ground for meaning in life derived from the meaningful past events, it appears that adolescents are stimulated to search for meaning in their future goals. It seems that the sense of hanging between an unhappy past and an unknown future, makes adolescents to search for meaning. With the focus on future time perspective, they make efforts to establish the significance and purpose of their lives. As they search for meaning both within themselves, as well as in the outside world, they are seeking to set themselves on a path towards happiness and a full enjoyment of life. During their transition to adulthood, adolescents are facing a wide range of difficulties, challenges and changes. In order to encourage a smooth transition it is important to find out their psychological well-being.

In conclusion, the implication of the findings of the present study might be found to be in the fields of education or consultancy. Adolescents should be open to think about different sources of meaning that have personal significance for them and to develop skills for setting and achieving goals effectively. These skills may serve for preserving meaning in life, especially in adolescence as a period which is connected with many changes in life and taking up responsibilities. Also, relying on their past experiences, adolescents should be stimulated on the process of meaning making driven not only from the pleasant past events, but also from the traumatic ones. Finally, they should learn how to balance the time perspectives having a more flexible attitude and developing switch-off ability in accordance with the external circumstances and personal needs.

Conflict of interests

Authors declare no conflict of interest.

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ANALYSIS OF PRACTICAL ABILITY IMPROVEMENT FOR TEACHERS BASED ON THE “EXCELLENCE PLAN”

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Abstract. The “excellence plan” is aimed at developing high quality engineering and technical talents who have a strong ability for innovation, can adapt to the development needs of society and can work out strategies for making the country stronger. At the same time, the “excellence plan” colleges are required to build a team which would include high level full-time and part-time teachers with engineering experience. This paper analyses the current situation of teachers’ ability for engineering practice and practical ability from the following points of view: bringing into play subjective initiative, interacting practical experience among teachers, adjusting the practical teaching link, training for teachers’ positions and training double-tutors with cooperation between schools and enterprises.

Keywords: *Engineering Practice Ability, Excellent Engineers, Higher Engineering Education, Professional Teachers*

INTRODUCTION

The training plan of excellent engineers’ education (“excellence plan” for short) is a major reform project which carries out the national medium and long-term education reform and development plan outline (2010-2020) and the national medium and long-term talent development plan (2010-2020). It is aimed at obtaining high quality for engineering and technical talents who have a strong ability for innovation, can adapt to the development needs of the economical society and can help the country to take a new developed road of industrialization, for building an innovation-originated nation and for the strategy of reinvigorating China. At the same time, the “excellence plan” requires “excellence plan”

colleges to build a team which involves high level full-time and part-time teachers who should have engineering experience. As teachers of higher engineering education, they can directly influence students’ training quality of engineering practical ability. If teachers don’t have enough engineering practical ability and specific hands-on experience, they can’t lead to engineering practical knowledge. There are some differences between knowledge in textbooks and operation, running, maintenance and overhaul of equipment. The saying “It is better to use no book rather than trusting a single book completely” can explain the difference perfectly. So, in the context of the “excellence plan”, an important part of teaching reform is to enhance engineering practical experience of teachers. So far, in order to strengthen the building up of teaching staff, every college has been raising the threshold of requirements for teachers. They want teachers who have doctor’s degree or overseas educational background. In order to introduce fresh blood, some colleges don’t want people who have graduated from their own school. But, this does not solve the problem of teachers’ practical engineering ability and it does not fit the purpose of training engineers in the context of the “excellence plan”. Therefore, enhancing college teachers’ engineering practical ability for carrying out the “excellence plan” is a major issue. During the course of implementing the “excellence plan”, the strength of teachers’ engineering practical ability directly determines the quality of each teaching link of colleges. Teachers who have strong engineering practical ability can make good use of laboratories in colleges, training facilities, university-enterprise cooperation bases, off-campus practical bases and so on. An important guarantee for the “excellence plan” is to combine students’ objective circumstances in order to improve their operational ability. This

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paper analyses the current situation of teachers' ability for engineering practice and puts forward effective ways in order to improve the teachers' engineering practical ability.

1. THE INSUFFICIENT ENGINEERING PRACTICE OF HIGHER ENGINEERING EDUCATION TEACHERS

At present, the higher engineering talent training situation is not ideal in our country. One of the problems is that some teachers do not have engineering experience and despite the fact that they have a strong foundation of knowledge, their operational ability is weak. What is more, they know little about the current situation concerning development and the development needs of technology, which is the subject matter of their teaching. So these teachers are incapable of introducing ideas, theories and methods of engineering effectively. Thus, this can lead to lack of engineering practical ability in engineering seniors.

1.1. The problem of sources of young teachers

Now colleges and universities employ fresh MSc or PhD holders; especially colleges and universities increase their number and a lot of young instructors have been hired by universities in recent years. These teachers don't have practical experience, they have been trained in the traditional way. They are good at transferring basic knowledge to their students, but they don't have practical experience (Zhang, H., and Deng, C. 2012.). After graduating, postgraduate students enter the universities, but they don't have a chance to practice. This happens because most young teachers don't have practice experience and some universities can't train them well. As a result, they depend on textbooks. Young teachers must prepare themselves while they are teaching, so their teaching isn't ideal. Lack of practical ability, which is the backbone of the development of colleges and universities, may fail to produce qualified talents.

1.2. Existing problems of middle-aged and old teachers

Middle-aged and old teachers in colleges and universities have a professional theoretical basis, abundant teaching and scientific research experience, they are the mainstay. However, they have been educated the traditional way. Some of them are weak in engineering practice, and they don't have experience in solving engineering problems. With the change of the aim of developing talents, they have ended up with a limited engineering practice experience, which doesn't suit the demands of the "Excellence Program". In addition, the concept of modern higher engineering education has a huge development and change in ideas and methods. So, the updating of modern engineering practice does not meet the requirements of modern society industrial technology, as it is in the hands of middle-aged and old teachers.

1.3. Evaluation system of colleges and universities

At present, there are some unreasonable factors concerning title assessment and teaching evaluation system in colleges and universities, a fact which isn't conducive to the cultivation of engineering practice ability for teachers. Academic papers, as well as levels and number of longitudinal subjects are the main standard of title assessment. We are not concerned about longitudinal subjects and technical service programs, so some teachers may ignore engineering practice as a result of the defects of title assessment; they just focus on exploring the basic theory. In assessing teaching performance, some colleges and universities just pay attention to what teachers do, their evaluation results and teaching reform.

So far, there hasn't been a better assessment system for teaching engineering practice ability. Even if teachers want to improve their engineering practice ability, they face a lot of assessment pressure, and they have to focus on theory teaching and longitudinal research learning.

1.4. Problems associated with engineering training practice

Colleges and universities have their own majors. There are factors which may block engineers from cooperating with enterprises. Due to lack of money and technical service training programs, they are not exposed to science and technology innovations created by the economic transformation. So, there is no improvement of engineering practice ability. Enterprises don't want to create positions for teachers without money. Due to this fact, teachers have little chance to practice. Thus, enterprises can't play a role in developing the engineering practice ability of young teachers.

2. DISCUSSION AND CONCLUSIONS

2.1. Improving teachers' initiative to develop engineering practical ability

Strengthening college teachers' engineering practical ability can strengthen their initiatives. Every teacher should become a first class qualified teacher in handling processing equipment; control engineering, besides adjusting to state requirements (Guo, X., and li, Y. Yongjiang Shi, 2013), should lend basic theoretical knowledge to teaching business and strong engineering practical ability in the domain of petroleum and petrochemical industries. Modern higher engineering education demands engineering practical experience and stronger innovation ability for teachers. At the same time, teachers should grasp the chance that the development tendency of modern petroleum and petrochemical industries provides and become familiar with new technology, new equipment, new materials and new products (Feng, Z, 2013). In this way, we can cultivate modern engineers with innovative spirit and practical ability. So, this is the premise for improving their engineering practical ability on their own and the urgency of the task.

2.2. Enhancing the interaction of engineering experience between teachers

We have professionals in different domains. Every teacher has his own specialized research direction and teaching courses. Teachers should exchange information, they should teach and learn benefitting from each other and imparting the experience of engineering practice to each other. This can improve every teacher's comprehensive cognitive competence. Middle-aged and elderly teachers accumulate abundant practical experience in both teaching reformation and scientific research innovation. So, we should dig into this proficiency and pass the valuable wealth of engineering practical experience to the young. This way the sequence "pass, help, take" can be achieved. If their activity is mobilized, a new specialized environment will be created, which will help young teachers considerably. At the same time, steps to establish appropriate guidance should be documented in paper and supervising should lead to sharing engineering experience. Inheriting the tradition of helping lessons, young teachers should teach on the platform that the help of old teachers provides. If this is done, old teachers and young teachers will cooperate to guide students' curriculum design and graduation projects. Teams of scientific research tasks should have a certain age level. It is of vital importance that a certain percentage of young teachers should enter into the project of educational reform, scientific research and technology service. Let young teachers take part in engineering practical exercises into reality.

2.3. Adjusting the practical teaching link, teachers' rotation in practical training posts

The "excellence plan" comes in the mode of "three plus one"; in other words, students are taught for three years on campus and practice one year in enterprises. So teachers' work is increased and the engineering practical background of teaching staff is improved. However, the demands and goals of the "excellence plan" cannot be carried out if training is done in the traditional way. In order to achieve the requirements of one year practical training, we should use the method of practice in

different places and different times. That is to say, when theoretical courses and specialized courses are finished, we must get in a practical teaching link as soon as possible, so that students can understand basic theory deeply and improve their practical intelligence. This way the spiral type teaching ideas can be confirmed. Different subjects of practical training will be taught by teachers who have different specializations. But, everyone doing his best only is not good enough for the comprehensive development of teachers' team overall strength. So, teachers should take part in practical courses in which they are not involved as auxiliary teachers. Then, after accumulating enough practical experience, they should rotate in the post of practical training. For example, the personnel training plan of "petrochemical excellent mechanical engineers", in our college, has put forward such a training plan on enterprise learning, concluded the yield, operation, design, manufacture and security detection of petroleum and petrochemical equipment, as well as modern management of petroleum and petrochemical enterprises. Practical training of sectional multi-point starts at junior level. It contains professional production practice, professional manufacture practice, comprehensive training of professional design, facility maintenance training, equipment inspection and HSE (health, safety, environment) management practice in the industry. It also contains DCS (Distributed Control System), control system design and practice, safety test technology engineering application practice and graduation project. The content of graduation project increases the standard requirements in breadth and depth. Tutors adopt the double-tutors system. College teachers and industrial engineers cooperate to guide students' graduation projects, so that their works can be more practical and enhance the utility and innovative character of graduation project.

2.4. Inspiring young teachers to pursue field practice in relevant enterprises

What is learned from books is superficial after all. It's crucial to have it personally tested somehow. At present, academic teachers occupy a large proportion, they teach directly after graduating with a doctor's degree, but they don't have enough practical exercise. That does not fit the requirements of the

"excellence plan" for teachers. Therefore, we should go into production practice. Production practice is the best teacher and the best way for improving engineering practical ability is to pursue field practice in relevant enterprises. The talent training plan of "petrochemical engineering for excellent engineers", in our school, requires that teachers of excellent classes should study in related enterprises, away from a teaching post for a minimum of two years, so that they are given the chance to come in touch with every link of petroleum and petrochemical equipment design and construction totally, such as survey, design, test, production, trial run, safeguard, overhaul, management and so on. They should also familiarize themselves with the limitations of every professional theoretical frame, master the applications of advanced technology and craft production, seek advice from engineering technicians of production line, get to understand the relation and difference between knowledge in book and practice. The above are very effective ways for teachers to improve engineering comprehensive ability. Hence, related schools should follow a schedule of training teachers of excellent classes in turn and by stages. At the same time, schools should undertake a certain technical workload and improve engineering practical ability as soon as possible, so that the practical training for students can be carried out more smoothly and in a better way.

2.5. Cooperating between schools and enterprises, promoting the development of double-professionally-titled teachers

The Ministry of education defines double-professionally-titled teachers as those teachers who have both the instructor's - or above - titles and at the same time have the professional intermediate - or above - technical titles, or have actual working experience in the professional line for at least 5 years, or take part in qualified professional skills training, or host the research or application of practical technology. That is to say, besides the basic college teachers' qualifications, double-professionally-titled teachers are required to have a higher level of professional engineering practical ability (Hui, X., Ji, L., and Xu, P., 2010; Xu, P., and Ding, S. Jianwu L i., 2011). A new mechanism will be established for cooperating between schools

and enterprises to train talents based on cooperating to win more. In other words, carrying out national medium and long-term education reform and development plan outline (2010-2020) can train high-level engineering talents, solve technical problems and develop enterprise culture for enterprises. The specific measures are advanced by the principle of “go out and come in”.

A feature of the cooperation between college and enterprise training excellent engineers is that related enterprises should take part in depth and breadth. But, because of the characteristics of industry production, it should be noted that, as a typical petroleum university, our school is mainly directed at the subordinate enterprises of oil and gas companies. Due to this fact, it can't guarantee the space and time required by internship. Hence, it has put forward the idea of training cooperation between schools and enterprises, that is the so-called idea of “go out and come in”. Teachers should try their best to lead students to related companies to have knowledge practice and production practice. Teachers can arrange students to take part in enterprise equipment modification, technology innovation and development of engineering projects. At the same time, schools can invite engineering technicians who are responsible for different departments in related companies to give seminars. These engineering technicians have abundant working experience and they understand related technological processes, equipment structure and working theory thoroughly. Students who have the theoretical foundation can develop a profound understanding with the help of elder professional engineering technicians. Students can improve from emotional cognition to rational cognition. At the same time, schools can consult with enterprises to install some wasted equipment and machines in practical rooms of schools and practical factories. Students can dismantle, maintain and install equipment by themselves to improve their practical ability, under the guidance of teachers. “Go out and come in”, not only completes the training of excellent engineers in the “excellence plan” and increases students' production practical time, but also builds a team which contains high level full-time and part-time teachers who have engineering experience and have gone through the changes from the ordinary to the double-professionally-titled teachers.

Conflict of interests

Authors declare no conflict of interest.

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CONNECTION OF FUNCTIONAL ABILITIES WITH JUMPING AND THROWING ATHLETIC DISCIPLINES

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Abstract. The aim of this study was to determine the connection between functional abilities with results of jumping and throwing athletic disciplines with athletes. The sample was taken from a population of elementary school students from Prokuplje region, 13 and 14 old, included in regular physical education classes. The sample consisted of 200 male athletes involved in the training process in sports clubs at least three times a week in addition to physical education classes. For assessment of functional abilities six functional tests were used: resting heart rate, Cooper test, heart rate in the first minute after Cooper test, heart rate in the second minute after Cooper test, systolic arterial blood pressure, diastolic arterial blood pressure. For assessment of jumping and throwing athletic disciplines four tests were used: long jump, high jump, shot put and javelin. Data analysis was performed with canonical correlation and regression analysis. The results showed a statistically significant correlation between functional abilities with all of tests in jumping and throwing athletic disciplines.

Keyword. *Functional abilities, Jumping and throwing disciplines, Athletes.*

1. INTRODUCTION

It is well known (Beunen et al. 1997; Krsmanović, 2000) that the results achieved by athletes are conditioned with application of science in the processes of selection and guidance of potential athletes, with programming and monitoring of training, recovery and with planning of participating at competition. Recently, sports coaches and physical education teachers have been in intensive use of information and knowledge obtained during the application of science for making plans and programmes, the choice of content and methods, and for determining the volume and

intensity of the load in the training process.

Development of anthropological characteristics and increasing the level of motoric abilities with athletes should start with determining the current state of abilities and characteristics in order to properly accomplish the planning, programming, implementation of work and analysis of the effects of the training process. The application of transformational training processes is possible unless the level of anthropological characteristics and motor skills involved in success of some motoric activities and their relations is known. On this basis, it is known which program content, methods, and workload can be optimally achieved adaptive processes with (Malacko and Popović, 1997).

Successful selection of future athletes, athletic performance improvement of individuals and teams can only be achieved with the help of scientific researches in the field of sports and sports training. In most countries whose athletes achieve significant results, the science of sport is at a high level. Scientific knowledge obtained during researches in the field of sport are applied primarily in analysis of athletic performance and degree of conditional readiness. On the basis of such data, the planning and programming of preparations for the next competition are performing.

Considering the fact that sports training is very complex in its structure, because the transformation is taking place in the space of morphological, functional and motoric dimensions belonging to the multi-dimensional dynamic system, it is necessary to completely and accurately analyze the anthropometric characteristics of athletes. For this purpose, it is important to apply appropriate scientific methods to determine the structure of dimensions, relations and development principles, and measures that enable the direction and control of the effects of work. In addition, it is important to establish a reliable measuring

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instruments for monitoring and measuring the changes that are to be achieved by using the means of physical exercises.

The results of this study should demonstrate which dimensions of functional abilities contribute to result from efficiency of jumping (high jump, long jump) and throwing (shot put, javelin) athletic disciplines. Therefore this research will contribute to the rationalization of training and teaching, which will result in better results in athletic disciplines.

2. WORKING METHOD

The aim of this study was to determine the connection between functional abilities with results of jumping and throwing athletic disciplines with athletes. The sample was taken from a population of elementary school students from Prokuplje region, 13 and 14 old, included in regular physical education classes. The sample consisted of 200 male athletes involved in the training process in sports clubs at least three times a week in addition to physical education classes.

For assessment of functional abilities six functional tests were used: resting heart rate (RHR), Cooper test (COOPER), heart rate in the first minute after Cooper test (HR1), heart rate in the second minute after Cooper test (HR2), systolic arterial blood pressure (SABP), diastolic arterial blood pressure (DABP).

Functional tests in this study were obtained from the model of the functional tests (Heimar & Medved, 1997).

For assessment of jumping and throwing athletic disciplines four tests were used: long jump (LONG), high jump (HIGH), shot put (SHOT) and javelin (JAVEL).

Data analysis was performed by statistical package Statistica 7.0, and canonical correlation and regression analysis were being used.

3. RESEARCH RESULTS

3.1. Canonical correlation analysis

Table 1. Canonical correlation analysis

	<i>Can.R</i>	<i>Can.R²</i>	<i>Chi-sqr.</i>	<i>df</i>	<i>p</i>
0	0.69	0.47	44.4	140	.000

Results of canonical correlation analysis show (Table 1) that in connection between

the predictor system, consisted of functional tests and criteria, consisted of jumping (long jump and high jump) and throwing athletic disciplines (shot put and javelin), statistically significant canonical factor (Can.R 0.69) is obtained. That factor indicates the size of correlation coefficient, confirmed by common variance percentage of determination coefficient (Can.R²) for both sets of variables in the level of 47%.

Given the size of canonical correlation coefficient and common variance, it can conclude that the results of jumping and throwing athletic disciplines will be largely manifested depending on their functional area. Canonical root is statistically significant at P = .000.

Table 2. Canonical factors

<i>Variables</i>	<i>Root 1</i>	<i>Variables</i>	<i>Root 1</i>
RHR	-0.59	LONG	-0.46
COOPER	-0.49	HIGH	-0.44
HR1	-0.50	SHOT	-0.39
HR2	-0.36	JAVEL	-0.36
SABP	-0.33		
DABP	-0.22		

In Table 2, resting heart rate (RHR -0.59), heart rate in the first minute after Cooper test (HR1 -0.50) and Cooper test (COOPER -0.49) have the highest projection of canonical factor, and therefore, they the highest impact on results in all tests of jumping and throwing athletic disciplines. Slightly smaller, but significant impact on manifestation in the jumping and throwing athletic disciplines are with heart rate in the second minute after Cooper test (HR2 -0.36) and systolic arterial blood pressure at rest (SABP -0.33), and diastolic blood pressure at rest (DABP -0.22) is with the least impact. Factor of specific-motoric performance is best defined with long jump (LONG -0.46) and high jump (HIGH -0.44). Effectiveness of specific-motoric performance clearly depends on factors resting heart rate (RHR) and Cooper test (COOPER).

3.2. Regression analysis

Table 3. Regression analysis

Variables	LONG (q)	HIGH (q)	SHOT (q)	JAVEL (q)
RHR	.220	.124	.020*	.168
COOPER	.040*	.031*	.110	.090
HR1	.230	.150	.150	.139
HR2	.740	.740	.740	.387
SABP	.800	.800	.800	.663
DABP	.480	.480	.480	.727
Q	.045*	.050*	.035*	.004**

Results of regression analysis indicate statistically significant connection of functional abilities as a unique area with all tests of jumping and throwing athletic disciplines. Connection with long jump (LONG .040), high jump (HIGH .050) and shot put (SHOT .035) is at the confidence level of 95%, while confidence level of connection with the javelin (JAVEL .004) is 99%.

In univariate level, long jump (SKDA) has a statistically significant connection with Cooper test (COOPER .040).

High jump (SKVI) also has a statistically significant connection with Cooper test (COOPER .031).

Shot put (SHOT) has a statistically significant connection with resting heart rate (RHR .020).

4. DISCUSSION AND CONCLUSION

In every athlete's career, functional abilities are one of the crucial indicators of readiness for competition. Functional capacity of humans is very complex, and besides the heart and blood vessels, it depends on many other factors, primarily nerve-vegetative and endocrine system. It believes that there is no functional ability of the cardiovascular system common to all life situations, but a series of specific skills for different activities and situations (Malacko and Popović, 1997). Under functional abilities in the physiological sense, aerobic and anaerobic abilities are implied, depending on whether muscle activities are conducted in the presence of oxygen (aerobic) or in the absence of oxygen (anaerobic).

Functional abilities are the subject of numerous studies in different areas of sports science. In the researches related to sport, the impacts and effects of some experimental treatments on development of functional abilities were mainly looked for, which can be found

in athletics (Raković 2003; Vučetić, 2008), football (Chamari et al., 2005; Impellizzeri et al., 2006; Bangsbo, Mohr and Krstrup, 2006; Milenković, 2010), basketball (Carvalho et al., 2011), handball (Vuleta and Gruić 2009; Živković, 2011), etc. There are also studies that have explored the connection of functional abilities with other parts of anthropological space (Milenković et al., 2008; Ivanović and Mijić, 2009; Milenković and Branković, 2009; Milenković, 2009; Stanojević, 2010; Šamija et al., 2010; Rakojević, 2011) or differences in developing level between two or more groups (Vujkov et al., 2009; Jovanović, Vučetić and Sporiš 2009; Branković et al., 2009).

The attention being paid to aerobic and anaerobic capacities of athletes and their connection with other parts of anthropological space can be clearly seen through a numerous of contemporary researches of domestic and foreign experts. The aforementioned scientific approaches suggest the area of functional abilities as of significant impact for a successful career of any athlete. When we are speaking of metabolic processes of athlete's, coaches leave nothing to chance. Researches show detailed assessment and verification of top athletes readiness for challenges that professional career is carrying.

No less significant impact of functional ability is recorded with younger athletes. This research has just been talking about elementary school young athletes who demonstrated their effectiveness in athletic disciplines related to jumping (long jump and high jump) and throwing (shot put, javelin). Connection of functional abilities with these disciplines pointed to their statistical significance in the multivariate level, and in some individual tests. On this basis, the conclusion that can be made is pointing that the connection between functional abilities and jumping and throwing athletic disciplines is at a statistically significant level.

Conflict of interests

Authors declare no conflict of interest.

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SEMIOTICS OF SOCIAL MEMORY IN URBAN SPACE: THE CASE OF VOLGOGRAD (STALINGRAD)

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Abstract. Social memory as a kind of collective memory is connected with the strategies and practices of perpetuating the memory about important events, and city as a commemorative space can be viewed as a sign and as a text. The semiotic means encoding social phenomena and events represent the system of denotation, while the ways of place naming represent the culturally conditioned system of connotation operating behind the denotation code. The semiotics of social memory was examined by the example of the city of Volgograd (Stalingrad), the landscape of which appeals to a most significant historical event – the Great Patriotic War (World War II) – and can be conveniently described by means of Ch. S. Peirce's classification of signs in which icons include signs denoting war heroes and represented by their sculptural images; indices include signs denoting artifacts associated with the war events; symbols are represented by toponymy signs characterized by the connotations of heroic deeds; all these signs representing cultural and political values specific for the Volgograd society. The semiotic density of social memory representation may be considered a ground for shaping the city's 'imagined community' (the term suggested by B. Anderson, 1983) of a particular kind.

Keyword: *Social memory, Historical memory, Imagined community, City-text, Semiotic code, Toponymy.*

1. INTRODUCTION

The aim of the article is to analyze the means of representation of social memory and cultural values in the urban space using the semiotic approach.

Semiotics as the study of signs grouped into systems of codes analyzes the processes of constructing and understanding meanings based on the denotative correlation with the cultural values of a given society. Speaking

about the semiotic approach to urbanistic studies two directions can be taken into account: the structural analysis of sign systems which focuses upon their interrelationships in the semiosphere of the city, and the phenomenological analysis of sign processes emphasizing the role of the human environment (*umwelt*) in the use of signs which causes changes in the urban landscape. The semiotic approach to the urban landscape studies in various aspects is regarded fruitful in the research of many scholars (Barthes, 1982; Greimas, 1986; Jachna, 2004; Kostof, 1991; Rose-Redwood et al. 2009; Singer, 1991). Thus, T. J. Jachna (2004) describes the connection between urban space and digital communication technologies and argues that the digital layer of a city's infrastructure is causing re-formulation of 'the urban' as a complex, multidimensional semiotic system. In Rose-Redwood et al. 2009 semiotic approaches are applied to the examination of commemorative toponyms. Linking semiotics to politics, the authors indicate that the interdisciplinary study is especially rewarding because it allows exploring place naming in its interrelation with political power throughout the course of history. In that way, commemorative priorities influenced by certain ideology can be recognized through toponymy.

2. MATERIALS AND METHODS

Urban landscape can be described as a particular system of communication where places, buildings, architectural styles, urban rites and ceremonies, the very lay-out of the city, as well as the names of its streets code meanings in shapes, forms and words. Big cities, in particular, concentrate principal national sets of signs representing cultural values of local societies. Significant historical changes result in the changes of urban semiotics when many old sign systems carrying

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old meanings are supplemented by a number of new symbols standing for new values. The old and new signs are interwoven into semiospheres of new cities. As [D. Stevenson \(2003, 93\)](#) states,

“Cities are stages for the great triumphs and tragedies of humanity – sites for the events and interactions which define the ages. <...> In the city, the result has been a change in the relationship between its material and symbolic aspects”.

The semiotic relations in semiosphere manifest themselves as the relations between the interpreting system and the system interpreted. Signs used by a society can be fully interpreted by means of language signs, but not vice versa. Thus, language turns out to be an interpretant of society and involves society. So, when speaking about codifying social experience by language, the term ‘sociosemiotic code’ seems to be appropriate.

Semioticians state ([Никитина, 2006](#)) that a sign standing for a unit of human experience reflected in human’s consciousness is connected with the two basic forms of perception of the environment: space and time. Three spatial vectors set up the coordinates of a sign referring it to name, object, and meaning. The fourth coordinate – that of time – links it to other signs in a linear chain providing it with sense. The process of coding experience perceived by man underlies the classification of signs according to the time axis, that is, classifying is connected with spiritual activity and cognition which operate with senses. The space of senses is connected with material world which, when being reflected in mind and transformed into spiritual nature, objectifies senses in various forms: nature and society phenomena, objects of material culture, behavior, oral speech and its written form, thereby representing texts or signs. All these commonly recognized forms represent social meanings; they are always communicable and socialized.

The store of social meanings is social memory consisting of a materialized (retrospective) part and a live (current) part. The materialized part comprises two kinds of meanings: 1) functional – the meanings of artifacts which represent their purport, and 2) sign – the meanings of texts representing the plane of content. As is put in ([Соколов, 2002](#)), live memory deals with non-imprinted meanings which are represented by knowledge, beliefs, and social feelings. These mental meanings are invariants of sign meanings which are free from the material form.

Modern scholarship defines social memory as a complex intertwining of public morals, values and ideals; it is a phenomenon which can be subject to philosophical, sociological, historical, psychological, and linguistic research. In the works of scholars belonging to the cultural-semiotic approach ([Лотман, 2004](#); [Assmann and Czaplicka, 1995](#); [Rüsen, 2005](#)) social memory is considered in the cultural aspects through its relation to the means of mass-communication which are able to transform in the course of time and, consequently, to give rise to different types of thinking about past. These scholars state that cultural memory has ‘text’ nature and represents a combination of two basic elements: canonic texts and the means of their decoding which ensure the topicality of these texts regardless of the stage of the society progress. The structural approach ([Levi-Strauss, 1963](#), [Foucault, 2002](#), [Barthes, 1982](#)) is connected, by its methodological premise, with the cultural-semiotic one; it emphasizes the out-of-time structures which penetrate all the strata of social reality. The post-structural approach ([Baudrillard, 1994](#), [Nora, 1989](#), [Анкерсмит, 2003](#)) examines the dynamic changing of social phenomena (including social memory) in spatial aspects and thus introduces the notion of ‘the topology of social memory’ which accentuates the idea that places and landscapes laden with cultural significance prevent social ‘amnesia’.

A French sociologist M. Halbwaches ([Halbwaches, 1950](#)) has convincingly demonstrated that the main function of collective memory consists in upholding the cohesiveness of the society and its reproducing by way of transmitting the commonly shared history rather than preserving its past. This is the reason why the collective memory is frequently embellished, falsified, and mystified. M. Halbwaches connected social memory with the work of social power mechanisms. Social memory as a kind of collective memory deals with the knowledge of the past and the present, about historical events and historical personalities, and includes emotional experience. Social memory keeps up group identities and is understood as a history of ‘collective mentalities’ (metaphorically defined by P. Nora) which may coincide neither with each other nor with the official discourse. Social memory results from social constructing (the term suggested by P. L. Berger & T. Luckmann, 1966), therefore, the way in which the past is called up depends on the power of the group which creates the memory of its own.

Historical memory as a kind of social

memory arises from the time or spatial 'bundles of memory' (or 'lieux de memoire', according to Nora) with which the society associates its memory: memorials, celebrations, museums, anniversaries, and so on. These 'places of memory' are constructed and reconstructed according to the needs of the present. After such social tragedies as World Wars I and II, the Holocaust, Stalin's repressions the collective memory has acquired ethical connotations, besides social and religious ones. Social memory represents such kinds of events as a certain system of images, opinions, symbols and myths and often imparts symbolic meaning to the events and personalities: it recognizes in a certain event or an individual the embodiment of the spirit and desires of the whole epoch endowing them with the intrinsic features of the events and people of the past. By citing as examples the events from the historical past of the people, the society is imposed on with a certain set of values, and the transmission of social norms, morals and rules of conduct takes place, i.e., in the broad sense, the reproduction of culture is fulfilled, and on the basis of the proper image of the past the national or group identity is shaped. Nowadays none of the political elites of the world can but influence social memory transmitting through the mass historical education and other channels a definite system of values and notions regarding the historical heritage of its country, thereby manipulating its present and future and constructing an imagined community.

'The policy of collective memory' is associated with the strategies and practices directed to the shaping and reproducing identities, first and foremost, national and ethnical. Among the ways of implementing 'the policy of memory' there can be found out constructing memorials and monuments, celebrating historical events and significant dates which are important at the state or regional levels, stimulating historical research and publications on socially relevant issues, commemorating significant events and noted people. In urban landscape these practices include building up memorials and naming streets, parks, squares, etc., with appropriate names, thereby creating a special urban space rich in references to the event to be remembered. From this point of view city as a commemorative space can be viewed as a sign and as a text, that is, within the semiotic and linguistic paradigms. Sociosemiotic means encoding social phenomena and events represents the system of denotation, while the language code represents the

culturally conditioned system of connotation operating behind the denotation code.

As is well known, the connection between a signifier and a signified which is obligatory for any sign can be motivated (conditioned in this or that way and, thus, explicable), and non-motivated. In human's mind, motivated connections (or associations) are of two kinds: by contiguity and by resemblance of phenomena. Charles Sanders Peirce proved that in semiotics the said relations embrace all possible kinds of connections between the signifier and the signified of any sign. In accordance with these three kinds of connections (by contiguity, by resemblance, and non-motivated) Peirce postulated the existence of three classes of elementary signs: indices, icons, and symbols. The proposed classification of signs allows to see the essential processes of semiosis; moreover, it correlates with the three ways of perceiving time by a person. In his work "Existential Graphs" (Peirce, 1973), Peirce describes such correlation:

"Thus the mode of being of the symbol differs from that of the icon and from that of the index. An icon has such being as belongs to past experience. It exists only as an image in the mind. An index has the being of present experience. <...> The value of a symbol is that it serves to make thought and conduct rational and enables us to predict the future".

Pivotal here is that all the three types of signs being connected with social memory and belonging to different paradigms allow using their coding potential for creating denotative-connotative space which marks an individual city as whole and unique.

I will examine the interaction of these paradigms and signs by the example of the city of Volgograd (Stalingrad) in which social memory about the important historical events is very strong. Social memory can be considered a ground for shaping the city imagined community of a particular kind. Departing from the idea of B. Anderson that an imagined community is a community of fellow-members united (or, rather, they are imagined to be united) by common ideological dispositions, and, to a great extent, by commonly shared cultural priorities and social behavioral patterns, and taking into account his idea that "word's multiple significations, nation-ness, as well as nationalism, are cultural artifacts of a particular kind" (Anderson, 1983, 48), I will use semiotics as a tool for analyzing the connections between cultural and political processes having their roots in the historical past of the city of Volgograd.

3. RESULTS AND DISCUSSION

Two significant components of the historical past have influenced the social memory of the Volgograd imagined community, shaped the city landscape and represented its image on the political map of Russia: twice in its history the city performed the frontier post – first, as a former Cossack military settlement in the XVI c. (it was called Tsaritsyn from 1589 to 1925, from the Turkic name of the river Sary-Sy ‘Yellow Sands’, the Volga River nowadays) and second, as the dead stop in the Nazi army offensive in 1943. I will focus on the means of commemorating the Great Patriotic War (World War II) and show how the big community of Volgograd keeps up social and cultural values of a modern city in connection with its historical heritage.

The study of cities as texts draws attention of various scholars. They consider the city as semiotic layering of material facts (architectural styles, materials for designing buildings of various destination, the city lay-out, museums, monuments, statues, and so on) representing the city landscape which can reflect social and political structuring of the city, ideological grounds and social priorities in the life of its dwellers (cf. political semiotics as one of the possible approaches in [Rose-Redwood et al. 2009](#)). Thus, much of the recent scholarship has touched upon large cities of the world and the capitals of the states which underwent geopolitical changes resulting from the changing of power regimes, the contestation of the local authorities, or the nationalistic aspirations ([Azaryahu, 1997](#); [Gill, 2005](#); [Light, 2004](#); [Palonen, 2008](#); [Rose-Redwood, 2008](#); [Vuolteenaho and Ainiala, 2009](#); [Yeoh, 1996](#)). However, as M. Azaryahu rightly points out, of much interest can be the study of provincial cities and even small towns ([Azaryahu, 2011, 29](#)) as they do not undergo significant changes owing to the sluggishness of their authorities and to the stability of social memory about important events.

Volgograd as one of the provincial cities (though with the population exceeding one million people) can be considered a commemorative city because most of its memorials and 15 % of street names appeal to one historic event – the Great Patriotic War (World War II).

The semiotics of the city can be adequately described by means of Peircean classification of signs. Thus, icons (a ‘picture’ of a thing or a person; physical resemblance of what it stands for) include signs denoting war heroes whose images have been preserved in

the collective memory and are represented by their sculptural images, e.g. marshals V. Chujkov and G. Zhukov, division commander V. Kholzunov, Severomortsy (the North Sea soldiers), the war official of Cheka (security officer), a soldier of the Pavlov’s detachment who defended the central city square, soldiers in the Mamaev Hill complex, Komsomol members in the Komsomol Park, seaman M. Panikakha, and the panorama “The Defeat of the Fascist Army near Stalingrad” which is performed on canvas and installed in a building of 120 meters round and 16 meters high. A special monument in honor of the demolitions dogs is going to be constructed in Volgograd: it will commemorate their great services during the war.

Indices (signals correlating with and pointing to something) include signs designating artifacts associated with the war events. These are armaments being out of use nowadays, put on pedestals and having become monuments: 18 tanks of famous T-34-76 series of 1942 indicating the first line of defense, Yak-3 interceptors, a U-2 fighter-bomber, a BK-13 armored boat, a special fire-boat participating in transporting food and ammunition to besieged Stalingrad, a soldier’s helmet with a shot hole in it. In miniature, these ‘indices’ can be seen at the exhibitions of the war armament models made with great verisimilitude by the hands of young citizens. As a new tradition in commemorating the Great Patriotic War with special artifacts, on 9 May 2011 all the participants and spectators of the events in honor of the Victory Day could take away khaki field caps which were given them by the members of the city youth organizations.

Symbols (an arbitrary representation of the thing in the world), connoting signs, are represented by artifacts (e.g. the statue of the Motherland calling to fighting; the Eternal Flame symbolizing eternal remembrance of the fallen for the country; it has been carried to other cities suffered from the War; the figure of Mother mourning over her Son by the Lake of Tears; an old poplar enclosed in red granite as the only tree in the center of the city which survived the Stalingrad battle). Since 2005, by the initiative of the youth organization “The Students’ Society”, a new tradition has become part of the Victory Day: a Georgian ribbon (originated from the ribbon to the Order of St. George the Victorious, the highest war award of the Russian Empire, since 1769, with narrow black-and-yellow stripes – ‘smoke and fire of the battle-field’) is given freely to those who wish; it is received as a

symbol of national unity and of the pride in the national past and is bound to bags, cars' antennae, tied on arms and lapels.

All these material structures are placed in urban space according to definite patterns to construct a semiotic fabric of the emotionally laden city.

Symbolic function is also performed by language signs denominating streets and city squares in honor of the war heroes and characterized by the connotations of their heroic deeds. These signs can be divided into two sets: proper names of heroes (the onomastic signs) and place names (the toponymy signs). The set of onomastic signs includes:

- names of famous persons: marshals (Marshal Rokossovsky Street), generals (General of the Army Shtemenko Street), young Guards heroes (Oleg Koshevoi Street), young pioneer heroes (Sasha Chekalin Street), war heroes – soldiers of various war crafts (streets named after: radio operator Zina Maresieva, tank man Markin, sniper Chekhov);

- collective denominations of heroes named after their commander (Gorokhovtsev Street – the detachment under Colonel S. F. Gorokhov);

- denominations of divisions (51st Guards Street) and armies (8th Air Fleet Street) distinguished themselves in the war events.

Toponymy signs having connotations of the heroic confrontation with enemies include denominations of streets, avenues and squares connected with the places of battles (Stalingrad Heroes Avenue) or the defense of cities (Sevastopol Defense Street), and with the completion of the war events (Stalingrad Victory Square, the Revival Square) as well as with the names of the cities which participated in the war (Port Said Street, Prague Street).

Part of city streets and squares names accentuate the connotations of collective heroism displayed by the representatives of various war crafts: Signalers Street, Riflemen Street. The semantics of heroism is manifested through the direct evaluative denominations (Heroic Street, Guards Street) and the indirect ones based on the symbolism of war artifacts having positive evaluative connotations in the context of war (Red Stars Street, Red Banners Street). The emotionally laden streets of Volgograd might be compared with the streets of some cities of the world, which have no names but are numbered. The absence of street naming does not impede the cognitive process of identification in the urban space; however the fact that the city locations are not bound to the social experience of their inhabitants

and devoid of evaluative connotations hinders their interiorizing of these locations and sharing common social feelings and emotions.

During the years after the Great Patriotic War none of the streets named after the war heroes were renamed; moreover, for the last two decades some old streets have received new names connected with the war events and heroes. New streets in new-built quarters have been named after the painters, artists, composers, writers and poets who have glorified the heroes of the Stalingrad Battle; these people have been chosen by the city community's voting. Members of the City Expert Committee think this will favor the patriotic feelings among the youth.

Experts are sure that street naming should follow historical tendencies, and they receive support from most of the city dwellers. Thus, in the summer of 2011 the members of the regional youth organization "The New People" put forward the idea of renaming Lenin Street into Sergei Bagapsh Street (the second President of Abkhazia who had died just by that moment). The idea was discussed on the Internet forum of the city site, and the participants of the discussion opposed this idea on the ground that historical names should be kept untouched. Vladimir Lenin has turned out to be not decommemorated as belonging to the period of nation-building and state-formation and, in general, as being part of the historical heritage of the country (once called the USSR) which is now being slightly prettified and romanticized. In line with the above-mentioned opinion, there is a point of view to which a vast majority of both the city community and the local authorities adhere – it concerns returning the city streets their traditional historical names though in the form of doubling them by modern names. This action is considered to help people maintain generic memory and foster moral values.

Social memory relating to such a complex event as the Great Patriotic War is coded with the help of complex (mixed) signs. To these the following signs can be referred:

- memorial plaques as a combination of a sign artifact (a decorative plate commemorating a famous person or an event) and a language sign (a description), e.g.

"Here, November 24th, 1942, after three months of fierce fighting against the German-Fascist aggressors, the group of forces under Colonel Gorokhov of the Stalingrad army met the forces of the Don army under General Rokossovsky. Glory to the heroes of the Stalingrad battle!"

– rituals represented by:

a) theme guided tours around the places connected with the war (characterized, as well as rituals, by a definite order of actions), including a sign text rich in the vocabulary related to the domain of war (a guide's story), and toponymy signs (names of the places connected with the war events);

b) celebrations of the war anniversaries (military parades) combining sign artifacts (banners, medals, photos of war heroes and veterans), signs denoting time (dates of war events or heroes' life and death), toponymy signs denoting places of meetings or commemoration of the fallen heroes, signs denoting persons (heroes' and veterans' names), sign texts (war songs, speeches rich in special vocabulary), sign actions (marching, the order of speaking of the local authorities at the meeting on the city square, the ceremony of wreath-laying); on May 9, for the first time after the war, an old tank T-34-85 took part in the military parade in Volgograd; in April it was raised up from the bottom of one of the Volgograd region rivers and restored at the Volgograd tractor works.

The most complex signs are war memorials (the Museums of War Glory; the Mamaev Hill; the Stalingrad Battle Panorama; the Museum of Memory, also known as the Museum of Paulus, – the place of field marshal F. Paulus's capture; the Rossoshki war cemetery of the Soviet and German soldiers fallen in the Stalingrad Battle), the semiosis of which combine icons, indices and symbols represented by all kinds of signs considered above.

Material signs used for commemorating important historical events are backed up by some behavioral patterns based on the appropriate feelings of people in these environments. Thus, the so-called Post No 1 has been popular among Volgograd schoolchildren since 1965: dressed in the war uniform, training guns in hands, boys and girls perform symbolical guard duties near the Eternal Flame on the Square of Fallen Heroes in the center of the city. The educational policy of the local authorities has made participation in this action prestigious, and many schoolchildren of the city do their best to be honored with it.

Such semiotic density of material culture, activities, rules and social codes of behavior influences the minds of the citizens in creating their imagined community. In this respect, the imagined community of Volgograd is characterized by the patriotic orientation and by the

political stability, if not passivity. Volgograd is part of the so-called 'red belt' (including, besides Volgograd, some other regions of Central Russia, mostly agricultural where the mentality of the dwellers is highly conservative): the Communist Party (CPRF) though of a new type is a frequent winner in the elections of the city administration. But the local authorities representing the Communist Party neither exert pressure on the people nor support the cult of Stalin's personality as the latter is required by the old communists. For the last two decades the debates on renaming Volgograd back to Stalingrad have been held not once but each time this action failed to succeed: the amount of those who wish to raise Stalin's name from the past does not exceed eight per cent. In 1961 the city received a politically neutral name 'Volgograd', and two of the three monuments to Stalin were pulled down and the third one – on the embankment of the Volga-Don canal – was replaced by the statue of Lenin as a less cruel leader. Stalin's personality is frequently referred to in anecdotes (Lenin's name is much less frequent) – in this way fearful phenomena are "carnivalized" (the term suggested by Mikhail Bakhtin), i.e. made fun of, to neutralize the negative connotations. Nowadays the name 'Stalingrad' used as a brand in, for example, advertising is related to the Stalingrad Battle rather than to Stalin himself.

The local authorities persistently shape the image of the hero-city (the information site of Volgograd on the Internet is called 'Altitude 102' (www.v102.ru); it is the height of the Mamaev Hill), they do not object against setting up youth pro-communist societies, and rely on other city organizations, for example the Cossacks, which support them. On the whole, the population of the city is loyal, if not indifferent, to the CPRF; moreover, the citizens approve of the patriotic orientation of its activity and par-take in the youth camp "The Patriots of Volgograd", Centers for patriotic education, youth patriotic clubs which, besides other activities, hold role plays based on the historical events on the territory of the former city of Stalingrad.

Volgograd is a city of the commemoration of the War, and the semiotics of the whole city serves this purpose. Everyday life of the citizens goes on amid the monuments to the War which cannot but influence their world-view. By the words of Rose-Redwood *et al.* 2009, the official discourse of history passes into a shared cultural experience that is embedded into practices of everyday life.

4. CONCLUSIONS

Social memory becomes one of the key elements determining the present state-of-affairs of the society and actively shaping its future. It can foster some social and political processes, but at the same time hamper or block others. Social memory as well as historical memory has been used for the purpose of manipulating the minds of the people. Historical memory becomes quite a remarkable characteristic of people's mode of life, in many respects determining their intentions, mood, general feeling and behavior and indirectly influencing their minds thereby constructing an imagined community.

In the city of Volgograd the past is living in the cultural memory of the society being superimposed on the ideological values of the present. The imagined community of modern Volgograd can be described as patriotic, orthodox, and patriarchal. Based on the historically significant past, these social values are not recognized as politically charged and are shared by most citizens. Young people, members of the Internet social networks, often indicate their views as orthodox and patriotic, sometimes communist. But this is a general understanding of order and patriarchal character typical of the Russian identity and intrinsic to those young people who are brought up within the historically approved Russian cultural traditions maintained by social memory.

The imagined community of Volgograd built into the urban landscape is shaped by semiotic means including signs of material culture and symbolic rituals reflecting social and cultural values of this community.

Conflict of interests

Authors declare no conflict of interest.

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CLASSROOM MANAGEMENT

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Original Research

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Abstract. This paper is aiming to discover the paths that enable teachers to manage their work with students in the classroom. To be an efficient teacher means to know with what and how to motivate students to learn. Teacher as an efficient classroom manager needs to have skills to plan and prepare the education process, know how to organize the teaching and how to guide the class. An efficient teacher moreover needs establish positive classroom climate and working discipline. Also, teacher should be able to evaluate the progress of the students and self-evaluate his own work.

In order to examine classroom management skills of teachers in Republic of Macedonia, a research has been made for teachers in primary schools in Republic of Macedonia. Instruments which will be used in order to complete the research and analyses are the following: questionnaire for teachers and educational policy analyses in our country in order to discover whether there is concrete strategy for promotion and implementation of classroom management on local and national level.

Analyses of results show that there is a deficit of classroom management skills among teachers, which is due moreover to some lapses in initial education of teachers.

Keywords: *Classroom, Teachers, Management skills.*

INTRODUCTION

This last decade has brought positive, as well as negative changes in many aspects of human life. The question of improving everyday life has thus become crucial. With the so called phenomenon of democratization, the individual searches for solutions of improving his own life. A good analysis is needed in order for this to become possible, an analysis not only of society as a whole, but of human resources who'd have the capacity to manage it as well.

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We live in a world of constant change. If we want to be in step with the needs of the XXI century, we need to apply changes to the education system as well.

Therefore, the subject of this paper would be answering the questions of organizing the teaching process, and the teachers' ability for different kinds of organization.

We are inevitably faced with the question of renovating schools. This is a recurring question because it is essential for public education. "In this country, there are thousands of buildings where people have no phone and no cable TV. We call them schools." (Dryden, G., and Vos, J. 2001: 24).

The goal of every school is to be the best, to be failure-free and to make possible that every child learn it is own talents and capabilities.

The new generations of children grow up surrounded with digital media. That is why constantly updating teaching programs is essential for students to obtain different kinds of knowledge. They should be in the focus of attention: there should be changes in the way we grade students, education should be computerized, but most importantly changes should be applied in the classroom itself, in they way we manage it and in the way we organize classes.

Learning is in essence, the most interesting game in life. All children believe this before we convince them otherwise - that it's very difficult!

But if we want to implement this in education, we have to modernize teaching methods. In order for a teacher to be successful, he has to bear in mind that every child is a person, an individual with it is own learning method. Every learning method should be respected, because there is no such thing as a bad learning method. Recognizing one's own method of learning is the key to successful education and work.

Besides that, the teacher should provide every student with the possibility of choice and the responsibility for his own education.

The teacher, being the key for the teaching process, should be able to establish a positive school atmosphere. Such an atmosphere is described as purposeful, active, relaxed and motivational. With a positive educational atmosphere and a mutual trust between teachers and students all problems and difficulties are easily surmounted. Additionally, the teacher is responsible for setting the expectation rate of student success.

A positive school atmosphere has the following characteristics:

- Openness, which implies encouragement of all independent, creative but also skeptical thought.

- Support, friendship, cohesion and closeness between all the active participants in the educational process.

- Equality, which implies the division of responsibility between teacher and student.

Hence the big part that management plays in education - in it we find both the guidance and the solutions contemporary education systems need.

Before we jump to analysis and organization of the teaching process, we will try to define management as a scientific discipline:

“Management stands for a set of activities (including planning, deciding, organizing, leading and controlling) that focus on the use of resources (human, financial, informational) for the achievement of goals in an efficient and effective way” (Gocevski, T. 2010: 5).

This paper is about managing the classroom, so a more particular definition of school management is required:

The management of a classroom is a process that includes different activities done by teacher and student alike, but also teaching subjects that have to be aligned with both the needs and abilities of the students, and the previously established teaching goals.

With this kind of organization, students will be able to achieve results, individually and in groups. The right kind of management allows for a rational use of time and resources, for activities that complement teaching subjects, and for efficiency in reaching the set goals. (Trajkov, B. 2007: 1-6).

The advantages of teachers who manage their teaching process and the classroom (Kelly, L. 1982: 167):

1. Students are deeply involved in their activities and they do them with utmost care.

2. Students know what's expected of them and they are generally pleased with it.

3. A relatively small amount of time is lost to confusion.

The atmosphere in the classroom is work oriented, but also relaxing and pleasant (Jankovski, D. 2002: 49).

In theory, school management is comprised of time for (Morgenstern, J. 2000: 41):

- Planning;
- Studying;
- Theory;
- Development of the teaching program;
- Decision making;
- Use of appropriate techniques;
- Evaluation models.

1. The management of a classroom is in essence, about being capable of putting time to good use. To implement this in the lessons is very important. Wasting the time of the student usually results in lack of respect (Petkovski, K., and Aleksova, N. 2004: 73).

2. The development of concepts in the theory of studying is of vital importance for the effective planning in school management. For example, if the class has not been appropriately planned, (if the concept has been too advanced or too simple) there is a higher probability that students will behave improperly.

3. How to behave with problematic students, when and how to praise students in the classroom, how to establish a system of rewarding students is usually picked up through personal experience. Sometimes the situation is parallel or directly connected to school management planning.

4. The development of the teaching program is still an important segment in classroom management. It is necessary for every teacher to know how to outline his lessons according to the goals of the school teaching program. Many school systems don't have clear and defined teaching goals. It is essential for every new teacher in the system to establish his work philosophy in the frame of the teaching program, regardless of previous experience.

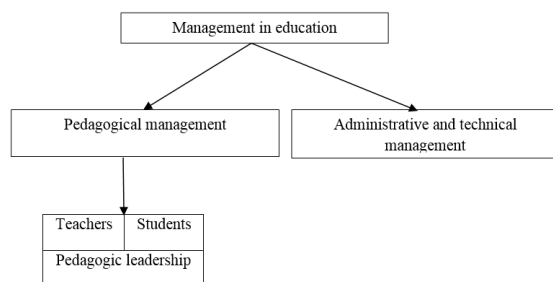
5. Classroom management is easy if one is familiar with making decisions and sticking to them. Many teachers can't manage continuity in their work, although work principles are the most important for students.

6. The use of the multitude of appropriate techniques in the classroom creates an atmosphere stimulating to both teachers and students. Not all students learn the same way, some learn visually, others by hearing, some have difficulties reading, and some have weakened hearing. Some are highly motivated, some aren't at all. Because of all this, there's a need to present the same material in

different ways, to make as many students as possible receptive to it. This way, all students have the opportunity to learn. The ability to use different teaching techniques make the lesson effective, and an effective lesson eliminates the need for discipline.

7. In order for teachers to be effective teaching managers, they should be capable of short-term and long-term planning. Long-term planning in this case would refer to a semester, or a student's year, or any other period of time that is adequate. Short-term planning refers to the daily and weekly planning of lessons, most probably both. Good planning in a manager means that he's easily adaptable and ready to embrace teaching activities spontaneously.

8. In the end, capable managers know how to evaluate the situation in class. Constant evaluation gives the possibility of analysis of information, and that makes for better management programs. All these ways offer reciprocity, which is what helps a teacher in his effectiveness.



Graphicon 1. *Management in education*

This table shows us that we need to distinguish school management from the management in the classroom itself.

The next table shows the key educational elements that XXI century students have a right to (Teaching and learning in the 21 - century 2009: 15):

Learning and innovational skills	Evaluation standards
Basic XXI century content	A study plan, program, a curriculum
Life and professional skills	Professional development
Information, media and technology skills	A study environment

Table 1. *Key educational elements*

A teacher who is capable of managing the curriculum should have skills. That means that every teacher who wants to be efficient in his work should know how to inspire students to study, which in turn would result in achieving the previously set goals.

In order to be efficient, a teacher has

to bear in mind that the following phases are essential to the teaching process:

1. Planning and preparing for the lesson;
2. Duration of the lesson itself, along with performance;
3. Establishing a positive climate in the classroom;
4. Establishing a working atmosphere and discipline;
5. Evaluation of progress and
6. Evaluation of one's own work.

For all this to be realized successfully, conditions should be met:

1. The teachers has to maintain a high level of attention in his students;
2. He should encourage them and motivate them during the entirety of the lesson;
3. Activities realized during the lesson should be in accordance with the type of studying we are trying to achieve.

A lesson thus set and organized, improves the quality of the teaching, and motivates the students to study.

1. METHODOLOGY OF RESEARCH

Following this concept, we made a research in three elementary schools and two high schools in the Karpos municipality of the city of Skopje.

Data will be interpreted separately for elementary schools and high schools. Analyzing part of the answers from the schools has led to some interesting conclusions. This analysis will concern itself only with part of the answers of teachers, to confirm the thesis that contemporary teachers are not really capable of making a change in the organization and realization of lessons.

2. RESEARCH RESULTS

These are the answers to the question of the significance of management in the classroom given by elementary school teachers. 53% of the teachers gave an affirmative answer, while the remaining 47% said they are not familiar with what it really stands for.

To the question of how they plan the

lesson and do they need to prepare for it, most of the teachers or 87% of them answered that they always plan, while the remaining 13% rely solely on the textbook.

Concerning the classroom atmosphere and the engagement of students during the class, 84% say that they take care to interpret the material in interesting ways, so the students are able to understand it, while 16% say that they don't pay attention to that, because the number of students in a class is too big, making it impossible to provide a good teaching atmosphere.

High schools have brought the following results:

To the question of classroom management, only 34% answered affirmatively, while 67% don't know what classroom management actually means.

To the question of how they plan the lesson and how much they prepare for it, the answers were almost identical with those given by the elementary teachers - 82% always plan, while the remaining 18% follow the textbook. 26% of the high school teachers take care to present the material in an interesting way so that it is easily absorbed by students, while the other 74% say that the number of students in a class makes it impossible to provide a good teaching atmosphere.

We came across some interesting results both from the elementary and high school teachers concerning evaluation and self-evaluation of students.

The general impression that their answers give is that teachers evaluate identically, through tests and exams, while not a single teacher makes use of self-evaluation as a method. This questions their objectivity, that is, the application of acquired knowledge from the side of the students.

Self-evaluation is a notion that teachers grudgingly stay away from, because they think that it is unnecessary - almost all of them answered that in their opinion, they are doing a good job.

These results show that elementary school teachers understand classroom management more than high school teachers. It is a condition that indicates a serious lack of pedagogic education in high school teachers.

3. RECOMMENDATION

Thus, instead of a conclusion we would like to recommend the following:

- The initial education of teachers should include further pedagogic education

- Attention should be paid to self-evaluation, because it is clearly not used as a method in institutions, that is, it does not provide good results.

How to improve this condition?

The already familiar phrases such as "the institutions in question should provide training programs" result in nothing. So again, the question reasserts itself.

Analyzing the conditions in schools, the general impression is that the teachers aren't motivated due to many reasons (their administrative engagements, the pressure from possible penalties, etc.) so therefore, if a teacher enters a classroom unmotivated, how should we expect students to be motivated – the teacher has no zeal for his work, which reflects badly on the students and on the whole of the education process. Of course that they will gain knowledge to last them the week, the type of knowledge that doesn't bring anything to anybody.

The answer to this question should be sought for in how the state manages the affairs of education. We are only left to wait silently and see how and when the teaching process will be democratized, while generations and generations of students sink in the depths of ignorance.

Conflict of interests

Authors declare no conflict of interest.

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PARENTS OPINIONS OF THE IMPACT OF COMPUTERS ON THE SOCIAL BEHAVIOR OF CHILDREN

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Original Article

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Abstract. This paper introduces the impact of computers in the social development of the child. There is quite little research on this topic. The sample survey was made in the municipalities of the Crveni Krst, Palilula, Niska Banja and Medijana. The questionnaire contains fifteen questions that have closed. A descriptive-analytical methods. Overall, most research shows the damaging effects of computer use. In this paper, we come up with some facts that confirm the opinions of other researchers and also give an opportunity to also use for further research. Being dependent on the site and the social environment is different and the results of the research.

Keywords: *Computer; Child, Video Games, Internet, behavior of children.*

1. INTRODUCTION

Child development is extremely influenced by modern information and communication technologies. Objections to new technologies, primarily Internet corrupts the youth, spreading antisocial behaviors. That is responsible for the rise in child delinquency is not justified, because it does not take into consideration additional educational influences. Modern technologies primarily provide various information about everything. We cannot close eyes to what children watch. They have each positive and negative effects on children. The adverse impact is only an incentive, but the cause is more complex and deeper and should be requested in the social and educational environment in which the child lives.

New concepts show that many schools recommend that students learn using social media (Ito et al., 2009, Jenkins, 2006), while other schools are blocking access to social networks (JLemke, Coughlin, Garcia, Reifsneider and Baas, 2009.). Regardless of the recommendations or prohibiting a national survey

in 2009. Showed that 73% of teens who use the public Internet on a shared network, which represents a 55% increase compared to 3 years ago (Lenhart, Purcell, Smith, and Zickuhr, 2010). More and more attention is given to the behavior of children using social networks, primarily Facebook because there is a novel syndrome coined. Facebook depression. The characteristic of this syndrome is that teenagers spend too much time with this shared network to get the classic syndromes of depression (O'Keeffe, GS, and Clarke - Pearson, K. 2011).

Regardless of the popularity of social networks, especially Facebook. War, Hiltz, and Passerini (2007) found that MySpace users Fortunately many new acquaintances than on Facebook. Irrespective of the theoretical frameworks SNS scholars decide to utilize, research on social media effects is vital to inform the societal debates and concerns about new technology and youth (Ahn, J. 2011). Social networks offer numerous design tools that help users to set up their own personality to the way you imagine themselves (Manago, Graham, Greenfield and Salimkhan, 2008.).

In addition to societal networking, there is serious concern about the negative effects of the use of computer games (Griffiths and Meredith, 2009). Overuse of the game does not will identify with online gaming addiction. Sometimes over- playing games do not allow anyone sees adverse effects and envy to which it occurs (Griffiths, 2010). Moderate use of computer games does not violate the social life of young people (Griffiths, M. 2011).

One major study was conducted by the 2000th year where there was deemed to be more than 70% of households with children aged 2 to 17 years of computer equipment and accessories for video games (Woodard and Gridina, 2000). A few years later, but 87% of children regularly play video games (Walsh, Gentile, Gieske, Walsh, and Chasco, 2003). Children aged 2 to 7 years of weekly spend 3 to 5 hours playing on the computer

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(Gentile and Walsh, 2002). Slightly older children, with 16 and 17 already spend an average of 9 hours a week playing games (Gentile, Lynch, Linder and Walsh, 2004.). Age does not decrease even while playing video games. One study showed that in a group of players average age ranges from 25-40 years (Nielsen Entertainment, 2005). The biggest problem in playing video games are violent games and the time spent playing on them for playing violent video games increases the urge for violence and aggressive thoughts (Anderson and Dill, 2000) as well as the weakening of academic achievement (Anderson, Gentile, and Buckley, 2007.). Players who played prosocial (relative to the neutral) game displayed more prosocial thoughts, which in turn instigated prosocial behavior (Greitemeyer, T., and Osswald, S. 2010).

Depending on the Entertainment Software Association (2011), 72% of American households play video or computer games. Using a sample of almost 500, 12 year - old children we found that videogame playing was related to multiple dimensions of creativity, regardless of the type of videogame played (Jackson, LA, Witt, EA, Games, AI, Fitzgerald, HE, von Eye, A., and Zhao, Y., 2012.).

2. MATERIALS AND METHODS

The study applied survey techniques, and the main instrument used was a questionnaire that was designed specifically for this research and a questionnaire for parents. Questionnaire for parents contains 15 questions that are closed. Method used is descriptive- analytical methods.

The population sample consists of parents from Nis (N = 80), which are placed in separate municipalities: Crveni Krst, Palilula, Niska Banja and Medijana, selected at random.

Problem Research shows the consequences that can be overlooked, and given as an answer to the question of what impact does computers have on children of preschool age. We analyzed the influence of computers in the social development of preschool children. First of all, we are terrified of what is the attitude of parents about the impact of computers on the behavior of children in order to get the answer to our problem.

The aim of the research is to identify what the parents' attitudes towards the use of computers and their views on the impact of computers in the social development of children. Here are first thought to use computers

and the impact that it takes into children of preschool age.

The task was to: Determine if the parents think that the computer has a positive impact on children, only their behavior; Identify positive and negative aspects of using computers by children; To find out whether parents forbid children to play on the computer; Find out how much time children spend on the computer; Find out whether their parents' help when working on the computer; To determine whether children prefer to play with a computer or with their peers.

The general hypothesis is that parents think that the computer is under a considerable influence on the social development of preschool children, as well as the behavior of a child.

Specific hypotheses are as follows: It is assumed that most children have a computer; It is assumed that they usually play computer games more than they do other programs related to further education; It is assumed that parents have an idea of what their children are doing on the computer as well as what are the positive and the negative aspects of the use of computers by children; It is assumed that parents limit the time using computers so that even forbid children to play on the computer; It is assumed that many children complain about the bad impact of computers on their health; It is assumed that children prefer to play with peers than with computers.

3. RESULTS

Our research objective has gone to explore the impact of computers on the social behavior of children.

As far as owning a computer at home, we can see that the 72 parents and 90% said yes and 8 parents and 10 % responded that they do not have a computer at home, which means that most of them have a computer at home.

Of parents surveyed 32 parents and 40% said yes and 48 parents and 60% responded that the computer located in the nursery. Which means that the majority of parents to children are not afforded the pleasure to find a computer just for them in the room.

When we talk about the time spent in the computer 55, or 68.8 % of parents responded that their children spend less than two hours on the computer, while 17 or 21.3 % of parents responded that their children spend two to four hours at a computer, and more than four hours

children spend in front of a computer than 8 respondents which is actually 10 %.

Regardless of the time spent at the computer 85% of parents stated that they should limit the time spent on the computer, making the 68 respondents, while 15% ie. 12 respondents answered negatively

When it comes to the attitude to be adopted in relation to children blinded by the computer 15 % of parents said they did not know what to do which makes the number of 12 respondents, while 27.5 % or 22 respondents agreed that children need to ban the use, and even 46 respondents, which in this case is 57.5 % agree that children should limit the use of computers.

Because of blindness in the use of computers 66 parents responded to prohibit gaming computer which is 82.5%, while 14 respondents answered negatively, which is 17.5%.

Regarding the use of the Internet and whether children have access to the Internet 51 parent said yes, and it is 63.8%, while the remaining 29 i.e. 36.3% responded negatively.

Around 63 parents, which are 78.8% of the respondents answered that they know what their child is done in the computer, while a pessimistic response gave 21.3% and 17 parents. I assumed that parents take good care of what their children are making in the computer and control them, and this survey only confirmed our assumptions.

Close to 30% more accurate 27.5% or 22 respondents said they do not contribute to their children because they generally lack the time, while the remaining 58 patients, ie. 72.5% said that they are helping their children while working on the computer.

A number of respondents , namely 62 respondents said that their children do not complain that they were in pain during long hours spent free time at the computer , making it even 77.5 % of the parents , while 18 parents recognize that children complain that they are in pain during long hours spent free time at the computer , which is 22.5 % . It is anticipated because in this sample the statistics showed that children from these municipalities utilize their computers an average of less than 2 hours.

Most children in this age group is the one which plays computer games , 60 parents and 75 % gave this response , a minority 13.8 % surf the Internet , the answer has been given 11 parents, 9 of 80 respondents do not have time to monitor what your child is doing the computer to even 11.3 % of parents.

Larger percent 86.3% of respondents said that he saw no change while their child is playing a game while 11roditelja responded positively, 13.8%. Regarding change in 82.5% noticed the aggression, the lowest percentage of parents 6.3% or 5 respondents noted anti-social behavior in children. Others did not notice any changes.

As for the time that the computer leaves children to play and other activities to 77.5% responded that the computer does not permit enough time for children as an affirmative answer given 18roditelja that. 22.5 %.

An interesting fact is that the majority of parents responded that children prefer to spend time with their peers to the number of 63 parents , 78.8 % , although of course there were those who knew that their children prefer to spend time on the computer than with their peers 17 parents gave this response , which shows the percentage of 21.3 % of respondents.

4. DISCUSSION AND CONCLUSION

Youth in our example, spend a day less than 2 hours in front of screens , which declared 68.8 % of the parents , as well as the recommendations of the American Academy of Pediatrics (AAP, 2001) that children spend less than 2 hours a day in front of screens.

The assumption that most children have a computer to accept because the majority or 90% own a computer. It is considered that the majority of children are not a computer in their room. The truth is perhaps that most parents are not afforded the pleasure of the child to find the right computer in their room. However, 40% of them said that the computer is in a child's room, which we cannot accept the hypothesis that the majority of children's computer is not in their room.

We accept the view that parents know how their child spends a day on the computer, and it's not too much time considering their age as confirmed by near 69 % of parents while a staggering 10 % said that their child spends more than four hours at the computer.

Parents limit while using the computer and that even forbid children to play on the computer. We accept the hypothesis because 85% of parents limit the time a child spends computer, and 15% of parents limit the time your child will be devoted to the computer.

Most parents of children blinded by

the computer restrict the use of which forms part of this case 57.5% of parents born. Thus, dismissing the hypothesis. Since only 27.5% restricts the use of computers.

Parents of children born access to a computer because they want children more free time to spend doing other constructive activities that are better for their health. Given that 82.5% responded that prohibits children sometimes computer, speaks to accept the hypothesis, and only 17.5% do not prohibit child computer.

Parents help their children when working on the computer, answering 72.5% of parents, while a smaller number and the remaining 27.5% responded that they do not have the time to help. Consider these results, we accept the premise that parents help their children while working on the computer.

Numerous children complain about the bad impact of computers on their health. 22.5% of them responded that their child complains of any pain caused by improper seating or more hours time spent on the computer, while 77.5% of parents responded that their child does not complain. After these responses do not share the hypothesis that many children complain about the harmful impact of computers on their health.

Countless children are given access to the Internet, it is confirmed participant 63.8%, while 36.2% of children have access to the Internet from which we can conclude that children are exposed to offers global worldwide network.

Parents get an idea of what their children are making in the computer as well as what are the positive and the negative aspects of the use of computers by children. They are 78.8% of the respondents answered that they are given access to what their child is doing on the computer on the basis of which we can conclude that the hypothesis is acceptable.

Children usually play computer games more than they do other programs related to supplementary education. These, 75% answered that their child spends time on the computer playing the game, which confirms the hypothesis that children usually play computer games.

Parents have noticed changes in the behavior of the child, which was confirmed by 13.8% of parents and 86.2% are not even notice a change in the behavior of their child. Therefore we reject the hypothesis that parents notice changes in the behavior of the child.

When it comes to concrete changes in children with the use of computers by 11.3%

of respondents noticed the aggression with your child, and 6.3% of the observed anti-social behavior in their child. Most parents did not notice a change in the child's behavior so that we can accept the hypothesis that parents notice changes in the behavior of their children.

Parents do not think that computers give children more time to play and other activities. This was confirmed by 77.5% of parents, while 22.5% of parents think the opposite, which we can confirm the hypothesis.

Children want to play with peers than with computers as confirmed by as many as 63 parents or 78.8%, while only 17 of them responded that their child loves more to play with the computer, which makes 21.2%.

Conflict of interests

Authors declare no conflict of interest.

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CURRICULUM LEADERSHIP: STRATEGIES FOR LINKING THE WRITTEN AND DELIVERED CURRICULUM

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Abstract. The focus will be put on teachers as curriculum leaders, being challenged on a daily basis by how to attend to the delivered curriculum(the practice) without neglecting the written curriculum(the theory), and vice versa, all the while analyzing strategies that will link both curricula and implement these conclusions in their further teaching practice.

Curricula present written guides identifying the content and material that should be covered, and are given to teachers (sometimes) as a detailed guide to follow religiously. However, as opposed to theory, practice is a different and delicate matter, as the teachers tries not to overstep the boundaries of the curriculum already include as much of their own creative energy as possible.

These points will be expanded through analysis of the results of a qualitative research on the understanding of the content of leadership, done on pre-school and primary school teachers, whose everyday contact with their pupils will illustrate the reality of leadership in schools in the local context of R. Macedonia.

Furthermore, the "how" of overcoming the challenges on the path of successful school leadership, however tricky they might be will be analyzed from firsthand experiences and compared through the matrix of what is considered able to "correct". As educators, we successfully bridge the gap between theory and practice, to apply the theoretical know-how in a realistic classroom setting, and to convert the written paradigms into practice, thus only through educational leadership can we overcome the pedagogical challenges and effectively transfer the knowledge to the students, bringing about positive outcomes.

Keywords: Curriculum leadership, Preschool teacher, Primary school teachers, Written curriculum, Delivered curriculum.

1. INTRODUCTION

Teachers as curriculum leaders are challenged on a daily basis by how to attend the delivered curriculum, without neglecting the written curriculum. "The written curriculum is intended primarily to ensure that the educational goals of the system are being accomplished: it is a curriculum of control." (A. Glatthorn, F. Boschee, Bruce. Whitehead, 2007, p. 8).

"The written curriculum is an important component of authentic literacy-the ability to read, write and think effectively". (A. Glatthorn, F. Boschee, Bruce. Whitehead, 2007, p. 14).

The delivered curriculum consists of the routine, practices, policies and culture that guide our behavior. It is what the teacher do. The delivered curriculum is a curriculum that an observer sees in action as the teachers teach.

It is imperative that teachers have a since of their personal and professional mission in educating their children. The supervisor who facilitates a "head and heart" leadership approaches elicits and shares in that mission. Traditionally schools have been traditionally curriculum centered. Teachers planning stemmed from the curriculum. Teachers taught that curriculum and students were expected to learn that curriculum. Those who did be considered smart, the rest of the students were good and nice but they were not smart.

Today more and more educators are creating children-centered classrooms. In a children-centered classroom, planning stems from the children's needs and talents. Teachers respect each child and they create the curriculum activities appropriately. Each child cannot have a same, unique learning program, teachers can design individual plans and create a special learning opportunity. Basing instruction on a children's needs moves teaching

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further away from work that is predictable, constant and discrete. This shift has enormous implications for how teachers work and how they supervised.

"If you don't know where you are going, any road will get you there. This advice, given by the Cheshire Cat Alice as she wandered through Wonderland, captures the importance of goals".

Without goals, where and how we will spent our time or how we will focus our energies? Do we focus on developing a particular aspect of curriculum, or do we create a new assessment instruments?.... A considerable part of the difficulty in setting and following through on professional goals is that there are so many worthy directions. Each of the activities listed above is not only needed each is also necessary. How can we fail to address curriculum, pedagogy and assessment? How can we not strive to meet the needs of all students? How can we not make the extra effort to work with parents? " (T. R. Hoerr, 2005, p. 47).

2. RESEARCH PROBLEM AND METHODS

For the purpose of this paper, a qualitative research in preschool and primary school education was done.

The research included two educators in kindergarten (one from a private kindergarten, another from a public kindergarten) and two teachers in primary school (grades 5 to 8).

The choice was not random, since these are educators of the finest kind who collaborate with the Institute of Pedagogy, as well as being mentors to students from the Institute of pedagogy at the Faculty of Philosophy in Skopje), working in institutions (kindergartens and schools).

We discussed the following with them:

- The concept of leadership, and how they understand it;
- How they implement it;
- How competent and conscious they feel about their power as educators and teachers to children;
- If they are satisfied by their own achievements and the achievements of the children;
- How much their personal goals overlap with their professional goals;
- Which strategies they implement the realization of the curriculum.

3. RESULTS

Result from Kindergarten Teachers

- Public Kindergarten, Skopje

1. *How much is the kindergarten teacher is aware of the concept of leadership in the realization of the program?*

- Teachers are little aware of the concept of leadership. A larger part of them regards themselves as 'performers' of the goals set by their superiors, without much awareness of their significance and role in the educational process. However, they are becoming more and more aware of the importance of the educator as carrier of the work in preschool institutions, which furthermore contributes to their active participation in the creation, organization and realization of the educational work, not only in the boundaries of the institution but even further.

Kindergarten Teacher

- Private Kindergarten, Skopje

In private kindergartens, there is a flexible structure of the program. The teacher is undoubtedly a leader in the realization of the program, since in my experience it has been shown that the educator can always be productive and achieve excellent results, if they are given the freedom to work and express their own creativity. They are an active segment, a programmer, a planner, a diagnostician, and organizer, and a 'performer' of the educational work.

2. *How much does the kindergarten teacher comply with the set program and do they improvise?*

- Public Kindergarten, Skopje

- Teachers are legally obliged to realize the existing program, and often they follow it, since they are controlled by the agencies/organs that are superior to them. In addition, in my experience, there has always been certain improvisation included in their work for a multitude of reasons. Through improvising, the teacher's search for the means and roads to realize their ideas/concepts, hence enriching their educational work. For example, work on projects, which were initiated by the educators themselves, as a result of the need for modernization, deepening, and expanding the existing program choices.

- Private Kindergarten, Skopje

- The effects of the freedom of working only emphasize the independence of bringing decisions and the choice of the teacher. The program in kindergartens should always be followed, and the set goals be achieved, but

there are also certain exceptions. Teachers in private kindergartens are not limited, they have higher self-confidence, they are satisfied with their choice of profession, they have an innovative approach to work, they want to experiment and try out various teaching approaches. The flexibility of the day-to-day activities offers various opportunities.

3. Does practice come before theory?

- Public Kindergarten, Skopje
 - The relationship between practice and theory should be seen through their unity and mutual complementation. On the one hand, it is true that in certain cases practice can come before theory and can initiate new theoretical suppositions, but on the other hand, the limitless feature of the human mind opens up the possibility of always posing different theories that advance the practice.

- Private Kindergarten, Skopje
 - The basic tendency of the contemporary world is needed for the practitioners to take over the key role at the moment of the implementation of the theory.

4. How much does the existing system of kindergartens/schools limit us?

- Public Kindergarten, Skopje
 - It is a common occurrence that I am not always on the same page with my superiors, who need to give their permission for every single activity we have planned – no matter if it is a project, school visit, or TV show. This is done because they do not want large differences regarding the educators' function, and because they are headed towards unification. Any institution interested in advancing the educators' work should give them their full support, thus motivating them towards future activity and taking self-initiative. This is how advancement and development of the educators' work are achieved.

- Private Kindergarten, Skopje
 - Flexibility is extremely important for private kindergartens because they offer openness in view of the organization of whole-day accommodation, inclusion of the parents or other collaborators, as well as professional development. Thus, kindergartens do not limit the teacher in their choice to make changes, to include the parents' participation, or to choose their means of professional development.

5. How much is the voice of the kindergarten teacher listened to?

- Public Kindergarten, Skopje
 - Not much. In Macedonia, there is no teacher union, through which we can move towards progress and improvement in this line of work. The teachers are rarely included in the preparation of the legal standpoints, and only formally are they included in the preparation of the programs.

- Private Kindergarten, Skopje
 - Educational work with children of preschool age is very responsible, difficult and complex work, filled with a multitude of specific and intricate situations. The teacher knows the children of their group well, in addition to their parents. So the teacher is in the position of being able to direct their work towards modernization and inclusion of the educational process.

6. To what degree is the kindergarten teacher in Macedonia, in fact a leader?

- Public Kindergarten, Skopje
 - Unfortunately, very few teachers understand the need to be proclaimed as 'leaders' in their work. In fact, the leader must be a real manager when leading and organizing the group, communicating with parents, and working with other educators.

- Private Kindergarten, Skopje
 - Unfortunately, our mentality cannot grasp the importance of the teacher in the pre-school period of the children's lives, and it all influences the future of the younger generations, forming the foundation of every country.

7. Can the kindergarten school teacher assess what is right? How much freedom is the teacher allowed?

- Public Kindergarten, Skopje
 - In ideal conditions, when all the teachers will have quality initial education, love and dedication to their jobs, continuous professional development, and a high level of professionalism, then it sounds like a good idea to include independence in their teaching. A good teacher knows how to best assess the needs of the group and appropriately organize their work, with a huge degree of responsibility.

- Private Kindergarten, Skopje

Sometimes the teacher is left on their own to make an assessment, possibly even being wrong, in order for it to come under

self-evaluation, with the idea of making them aware of whether they are right or wrong in their decisions. This is a frequent practice in private kindergartens: giving the teacher freedom in order to develop confidence, as well as be supported by the rest of the educational team, who is open to cooperation and support.

II. Result from Primary School Teachers

1. How much is the /primary school teacher aware of the concept of leadership in the realization of the program?

- Primary School Teacher 1 (Grades 5-8)
 - Leadership is a dynamic process of work. Leadership has to be seen as a means or form of managing the behavior of the pupils, parents, or colleagues. Regarding leadership in the realization of the program, the kindergarten school teacher/primary school teacher need not feel limited in its application. A teacher with a heart and the mentality of a leader carries their students through the tasks.
- Primary School Teacher 2 (Grades 5-8)
 - The concept of leadership in the realization of the program means making the dynamics of learning and developing the practice that will follow the steps of such dynamics.

2. How much does the /primary school teacher comply with the set program and do they improvise?

- Primary School Teacher 1 (Grades 5-8)
 - In all honesty, the teacher and the curriculum itself are for the child, and not for the sake of the program. The curriculum centers towards the child, hence dictating the tempo. The teacher is merely the 'performer' and carrier of the whole program. Only with the right attitude and a real dedication can unbelievable results be achieved.
- Primary School Teacher 2 (Grades 5-8)
 - It is a very common challenge for teachers to make students achieve the knowledge and acquire the skills that are required by the National Teaching Program, so they create learning activities that will engage pupils and cover several developmental aspects. For instance, the pupils who learn in a stimulative environment will be able to effectively solve problems and come to solutions.

3. Does practice come before theory?

Primary School Teacher 1 (Grades 5-8)
- Theory is the basis of practice. Knowledge and research represent a significant process in the growth - not only for the pupils but also for the teachers. We grow while learning. Only through learning does the theory turned into practice, and the practice into theory.

- Primary School Teacher 2 (Grades 5-8)

No, they complement each other, but the teacher must instigate the pupils to research the world, to support their efforts to asking questions and searching for the answer, and to challenge them to comprehend the complexity of the world.

4. How much does the existing system in schools limit us?

- Primary School Teacher 1 (Grades 5-8)
 - The existing system limits us to a significant measure, but at the end it is up to the 'performer' of the curriculum to successfully play out the process of teaching/learning, in which the child will be raised, in the real sense of the word.
- Primary School Teacher 2 (Grades 5-8)
 - The system of kindergartens/schools allows us to give pupils the opportunity to think with their own heads, to put questions, to come to solutions to posed issues, and to work responsibly.

5. How much is the voice of the primary school teacher listened to?

- Primary School Teacher 1 (Grades 5-8)
 - In our environment the voice of the teacher is especially quiet. They feel inhibited for several reasons, but this is our battle and we should handle it. The teacher models the foundation and the future of a nation, and regardless of the current situation they should hold their head up and go to have a clear vision.
- Primary School Teacher 2 (Grades 5-8)
 - The teacher does not prepare the pupils for the world today, but for the world tomorrow, the world that is difficult to imagine. They provide an environment of trust, polite behavior, and fair and equal inclusion.

6. To what degree is the primary school teacher in Macedonia, in fact a leader?

- Primary School Teacher 1 (Grades 5-8)

- This is an issue that can be extensively discussed. It mostly is dependent on each individual, their personality traits, and personal aspirations. However, I can talk about my own experience. I am always in leadership 'mode', and instigate my pupils to develop and deepen their individual affinities.

- Primary School Teacher 2 (Grades 5-8)

'Leader' can be used as a label for the teacher who can create a classroom in which the pupils will continue working on given activities, whether the teacher is in the classroom at that moment or not.

7. Can the /primary school teacher assess what is right? How much freedom is the teacher allowed?

- Primary School Teacher 1 (Grades 5-8)

- This is different for each and every teacher. The practical work is of great importance, as well as the experience and the personality of the teacher. Freedom should be an integral part of the curriculum, since the teacher has their hands untied and fully takes over the situation. When I have freedom in my job, then successfully completed goals and tasks come as a logical consequence.

- Primary School Teacher 2 (Grades 5-8)

-Much freedom is given to the educator in the preparation of the pupils for the 21 century, encouraging them to search for answers on their own.

8. Have there been any changes in the modernization of the work with the introduction of new programs after the year 2000?

- Primary School Teacher 1 (Grades 5-8)

- Yes, there have been changes. The pupil is now the center of attention. The introduction of the new teaching plans and programs, the forms of assessment, as well as the implementation of ICT in teaching, has definitely enriched the work of the teacher in an upward direction. In conclusion, it is the teacher who should constantly include novelties in their teaching in order to see positive development

in the pupils.

- Primary School Teacher 2 (Grades 5-8)

- Indeed, there have been changes after the year 2000; such as, changes in the teaching plans and programs (focus on different abilities and skills), changes in the curriculum and learning (the pupil being the center of attention), changes in how assessment is done (establishing standards and a code of ethics of assessment), changes in technology (computerization and ICT), and changes regarding classrooms (managing and organizing the classroom).

4. CONCLUSION AND DISCUSSIONS

The practitioners (preschool and primary school teachers) in Macedonia represent significant factors for the quality realization of the educational process. The model of a teacher becomes crucial, regardless of the quality of the theoretical model of the written curriculum. The learning environment, the support of the management and the children's parents are also crucial factors in the educational process.

In the contemporary profile of leadership in the educational process, self-evaluation and the ability for reflection of the educator and teacher have become necessary and more than needed.

However, they are becoming more and more aware of the importance of the educator as carrier of the work in preschool institutions, which furthermore contributes to their active participation in the creation, organization and realization of the educational work, not only in the boundaries of the institution but even further.

The relationship between practice and theory should be seen through their unity and mutual complementation.

On the one hand, it is true that in certain cases practice can come before theory and can initiate new theoretical suppositions, but on the other hand, the limitless feature of the human mind opens up the possibility of always posing different theories that advance the practice.

Diversity should be addressed throughout the curriculum as teachers seek to promote an understanding and awareness of one another.

Often when teachers make plans and create strategies, they limit their selves to

focus on the written curriculum. In fact, most powerful, messages come from a school delivered curriculum. The delivered curriculum consists of the routine, practices, policies and culture that guide behavior. It is what they do.

The new programs and expected results for the children require constant consciousness and following the new strategies for teaching and learning.

Four powerful lessons about leadership in (Hoerr, T. R. 2005). *The Art of School Leadership*, Association for Supervision and Curriculum Development Alexandria. Virginia, USA).

- Be inclusive: all of us are smarter than any of us.
- Be clear: It is your decision, my decision or our decision?
- Be fair to yourself and others: Know the difference between excellence and perfection.
- Be someone who makes a difference: Why do you want to lead a school, a grade?

Conflict of interests

Authors declare no conflict of interest.

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RELIABILITY OF THE DYNAMIC OCCUPATIONAL THERAPY COGNITIVE ASSESSMENT FOR CHILDREN (DOTCA-CH): THAI VERSION OF ORIENTATION, SPATIAL PERCEPTION, AND THINKING OPERATIONS SUBTESTS

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Abstract. The Dynamic Occupational Therapy Cognitive Assessment for Children (DOTCA-Ch) is a tool for finding out about cognitive problems in school-aged children. However, the DOTCA-Ch was developed in English for Western children. For this reason, it's not appropriate for Thai children because of the differences of culture and language. The objectives of this study were aimed at translating the DOTCA-Ch in Orientation, Spatial Perception, and Thinking Operations sub tests to a Thai version on a World Health Organization back-translation process, and to examine its internal consistency, inter-rater reliability and test-retest reliability. Participants consisted of 38 intellectually impaired and learning disabled individuals between the ages of 6–12 years. Results from this study revealed high internal consistency in the Orientation sub test ($\alpha=.83$) Spatial Perception sub test ($\alpha=.82$) and Thinking Operations sub test ($\alpha=.82$); high inter-rater reliability in the Orientation sub test ($ICC=.83$), Spatial Perception sub test ($ICC=.84$) and Thinking Operations sub test ($ICC=.74$); and high test-retest reliability in the Orientation sub test ($ICC=.84$), Spatial Perception sub test ($ICC=.86$), and Thinking Operations sub test ($ICC=.85$). These results indicate that the Thai version of the Orientation, Spatial Perception, and Thinking Operations sub test might be used as an appropriate assessment tool for Thai children, based on psychometric evidence including internal consistency, inter-rater reliability and test-retest reliability. However, additional study of other psychometric properties, including, predictive validity, concurrent reliability,

and inter-rater reliability during the mediation process of this assessment tool needs to be carried out.

Keywords: Cognitive, Orientation, Spatial Perception, Thinking Operations, DOTCA-Ch.

1. INTRODUCTION

Cognition is the high level ability of the brain that can help children to learn to be adapted to any situation. This ability enables children to have complex motor planning skills, problem-solving skills, recognition skills, decision-making skills and memory process (Wittayakorn, 2004 and Shettleworth, 2010). Cognition is especially important for younger school-age children aged 6-12 years who are in the “concrete operations” stage of Piaget's cognitive development theory so that they are able to use logical and coherent actions in thinking and solving problems to understand and explain the concepts of things. For this reason, their cognitive function can make possible wider social interactions and development of more academic skills needed to learn to read, write, calculate, and manipulate their hands in daily life activities (Chinchai, 2000 and Encyclopedia of Children's Health, 2014). Indeed, cognitive function is an important element in their daily lives, both in school and at home (Josman, 2005). However, children who have cognitive dysfunction will have problems with self-control, social participation, study, and participation in activities

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in their school and community (Katz, 2005). Teachers and school therapists should know about their students' cognitive dysfunction, so that students with cognitive dysfunction can be rapidly determined and provided with the appropriate intervention (Katz, 2007).

All students who study in Thai government schools use Thai as a first language and English as a second language. However, there is the absence of standardized assessment tools in Thai to evaluate cognitive functions in school-age students. When therapists considered that their pediatric clients need to be evaluated for cognitive function, the therapists will use non-standardized tests to evaluate the client's performance. Besides using non-standardized tests, they sometimes adapt other standardized tests that were not developed to evaluate the cognitive function of children directly, for example: the Developmental Test of Visual Perception - 2nd edition for visual perception evaluation, and the Beery-Buktenica Developmental Test of Visual-Motor Integration - 6th edition for visual motor integration evaluation. When we explored the standardized assessment of cognitive function, we found that many researchers utilized the *Dynamic Occupational Therapy Cognitive Assessment for Children (DOTCA-Ch)* (Rodger et al, 2005).

The DOTCA-Ch, a criterion-referenced assessment tool, was developed to directly evaluate cognitive function in children ages 6 – 12 years. It is implemented as a dynamic assessment to enable the identification of children's learning potential and their thinking strategies (Katz et. al., 2004). Because the DOTCA-Ch serves as a foundation for the cognitive evaluation of children in an efficient and friendly format, and has the unique feature of the dynamic evaluation testing procedure, therapists use this assessment to find out about the cognitive problems of children and use the results to confidently plan intervention strategies tailor-made for the individual child under treatment (Katz, 2004 and Nowack, 2005). But the DOTCA-Ch was developed in western countries and that means that the therapists in Thailand are not familiar with it. In addition, some therapists try to use the DOTCA-Ch on Thai children but find it ineffective due to cultural and linguistic differences.

In this study, we were concerned with developing a Thai version of the DOTCA-Ch. It is under a process of back-translation in the manual, scoring sheet, format and instruction and interpretation of data that are in English and studies about the psychometric properties,

including internal consistency, inter-rater reliability and test-retest reliability. We chose to study three sub tests including *orientation, spatial perception and thinking operations*. These three sub tests were chosen because orientation is an important skill of basic cognition that can be developed to meta-cognition, especially orientation of time. Munkhetwit (2008) reported that many studies showed trends indicating that orientation of time was a common problem for children. Because orientation of time relates to the memory of time and is a dynamic process, which continually happens, there is a need for an input process, a storage process, and a recall process. In addition, problems of memory of time can be an indicator of memory impairment that has an influence on human occupations. The second sub test, spatial perception, is an important skill in activities of daily life. If children have a problem with spatial perception, they will have problems with using tools and with coordinating their bodily movements. The third sub test, thinking operations, is a basic skill for information processing that can help children to learn and understand the meaning of information, and to decide how to respond to that information (Munkhetwit, 2008). All of these sub tests are necessary to assess a child's development of learning strategies and cognitive skills. The results of this research will be useful for therapists in Thailand in that it provides them with a standardized assessment methodology to accurately evaluate the cognitive abilities of Thai children.

The objectives of this research were as follows:

1. To develop a Thai version of the DOTCA-Ch encompassing its Orientation, Spatial Perception, and Thinking Operations sub tests using the WHO back-translation process;
2. To examine the internal consistency, inter-rater reliability and test-retest reliability of the Thai DOTCA-Ch version of the Orientation, Spatial Perception, and Thinking Operations sub tests.

2. MATERIALS AND METHODS

The DOTCA-Ch was designed to provide a measurement of cognitive intervention need for children who are referred for treatment as a result of possible developmental, cognitive, or academic and learning difficulties, and for children with brain injuries as well as mild intellectually impaired children

(Katz et. al., 2004). For this reason, in this study the criteria of participants in purposive sampling were the students who were evaluated by medical and educational screening tests as mild learning problem students. Also, these participants did not have any physical, visual, or hearing disabilities. Participants in this study were 38 children who were 6-12 years old, 18 male students (47.36%) and 20 female students (52.64%), who were selected by purposive selection. The test group was made up of representatives from 17 learning disability students and 21 mild intellectual disability students. The average age of the participants was 8 years and 7 months.

The methodology of this study consisted of three phases as is presented in Figure 1. The first phase was a process of translation and back translation of the assessment tool "DOTCA-Ch", a dynamic criterion-referenced assessment of cognitive abilities and learning potential for children with cognitive and learning difficulties. In the first phase, there were five steps which referred to WHO's back translation process (WHO, 2014) as follows:

Step 1: The researcher asked for permission from the Maddak Corporation in USA, who is owned of DOTCA-Ch, for the translation assessment tool DOTCA-Ch.

Step 2: The target of the language translation procedure was to be able to translate the assessment tool from English to Thai. The characteristics of the translators were expertise in English and Thai, experience with the DOTCA-Ch assessment method, knowledge of occupational therapy, and expertise in developmental theory and performance of cognitive domains Orientation, Spatial Perception and Thinking Operation.

Step 3: The Thai translation of DOTCA-Ch was back-translated into English by two experts from the Faculty of Western Language and the Faculty of Humanity of Chiang Mai University. This English version was then checked and proofed by the selected experts. The characteristics of the experts were the fact that they were fluent in English and Thai, had not worked in occupational therapy, and had not used the DOTCA-Ch assessment tool.

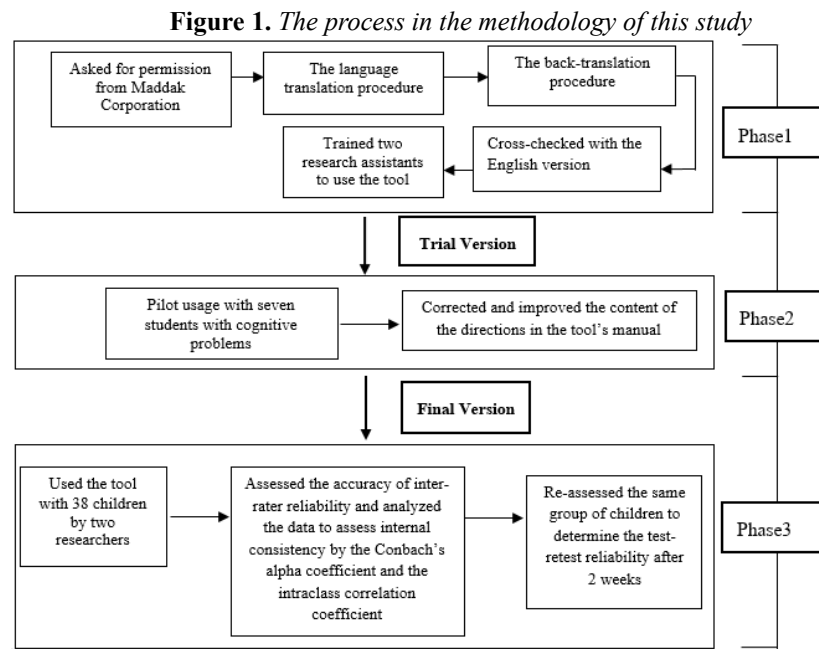
Step 4: The content of Thai version of the DOTCA-Ch was cross-checked with the English version and corrected and hereby amended as needed.

Step 5: The researcher trained two research assistants in Thai DOTCA-Ch Orientation, Spatial Perception and Thinking Operation sub tests before conducting a preliminary trial with three children to achieve

testing proficiency.

The second phase of the study was pilot use of the method. This phase was the trial use of a Thai version of the DOTCA-Ch by the researcher and two research assistants to test the students with cognition and learning disability. During the trial use, the researcher and research assistants took notes about the problems of using this assessment tool. In the subsequent phase, the researcher started by contacting the Wat-Gukham School, Sanpatong District, Chiang Mai Province to get written permission for its use as a research area. After that, the researcher and research assistants administered the Thai DOTCA-Ch to the children with the cognitive disability who was studying in the Wat-Gukham School. The duration of the assessment was approximately 45 minutes. However, during the test sessions, if the children complained, were tired or had a lack of concentration, they were able to bring to an end to rest for about 2 or 3 minutes. In addition, research assistants took notes and commented when they saw any mistakes or problems and wrote their suggestions after they had tried to use the DOTCA-Ch with seven students. Then, the researcher rectified and improved the content of the Thai DOTCA-Ch assessment tool according to the recorded comments and suggestions.

Finally, the third phase was the process of checking on the accuracy of the assessment tool by determining the internal consistency, accuracy between examiners and stability in repeating the test. In this phase, the researcher started by contacting the Wat Chang Kian School and Kawila Anugul School to get written permission for their use as experimental areas. Then, the researcher used the modified Thai DOTCA-Ch to appraise 38 children, 17 learning disability students from the Wat Chang Kian School and 21 mild intellectual impairment students from the Kawila Anugul School. When the assessment was completed, the researcher determined the accuracy of inter-rater reliability between one of research assistants and the researcher who knew about the DOTCA-Ch and had previously used the Thai DOTCA-Ch version of the Orientation, Spatial Perception and Thinking Operation sub tests. Next, the researcher analyzed the data to assess internal consistency by the Conbach's alpha coefficient and the intraclass correlation coefficient. Additionally, the researcher used the Thai DOTCA-Ch to appraise the same group of children to determine the test-retest reliability. The period between the test and the retest was 2 weeks.



Note: Adapted from the WHO back translation process (WHO, 2014)

3. RESULTS AND DISCUSSION

In this study, the results indicated that the Thai DOTCA-Ch version of the Orientation, Spatial Perception and Thinking Operation sub tests had an overall highly significant internal consistency coefficient of .82 (Table 1). Each sub test also had high internal consistency coefficients of between .81 - .84. The

overall inter-rater reliability was .80. In each sub test, the inter-rater reliability was between .72 - .84. This result implied that the assessment tool had a good to excellent level of reliability. The overall test-retest reliability was .85. In each sub-test, the inter-rater reliability was between .82 - .87, which meant that the Thai DOTCA-Ch version had excellent reliability.

Table 1. The internal consistency of the Thai DOTCA-Ch version of the Orientation, Spatial Perception and Thinking Operation sub tests by the Cronbach's alpha coefficient, Inter-rater Reliability and the Test-retest Reliability

Sub test	Cronbach's alpha coefficient (α)	Inter-rater Reliability (ICC)	Test-retest Reliability (ICC)
1. Orientation	.83	.83	.84
1.1 OP	.82	.84	.85
1.2 OT	.84	.82	.83
2. Spatial Perception	.82	.84	.86
2.1 SP1	.81	.83	.87
2.2 SP2	.82	.82	.86
2.3 SP3	.83	.86	.85
3. Thinking Operation	.82	.74	.85
3.1 CA	.82	.72	.82
3.2 RU	.82	.75	.86
3.3 RS	.82	.74	.85
3.4 PS1	.81	.75	.87
3.5 PS2	.81	.72	.82
3.6 GS1	.82	.75	.86
3.7 GS2	.82	.75	.87
All Subtests	.82	.80	.85

Note: OP = Orientation for Place, OT = Orientation for Time, SP1 = Directions on Child's Body, SP2 = Spatial Relations between Children. and Objects in Near Space, SP3 = Spatial Relations on a Picture, CA = Categorization, RU = ROC Unstructured, RS = ROC Structured, PS1 = Pictorial Sequence A, PS2 = Pictorial Sequence B, GS1 = Geometrical Sequence A, GS2 = Geometrical Sequence B

All three sub-tests had intra-class correlation coefficients between .72 - .86 and had an overall inter-class correlation coefficient of .80. According to the criteria of [Cicchetti and Sparrow \(1981\)](#), the Thai DOTCA-Ch version of the Orientation, Spatial Perception and Thinking Operation sub tests had excellent reliability. For the Spatial Perception sub test, the inter-rater reliability had the highest intra-class correlation coefficient which was similar to the DOTCA-Ch original version (ICC = .95) ([Katz et. al., 2004](#)). The value of inter-rater reliability of the Spatial Perception sub test was higher than the Orientation and Thinking Operation sub tests. These results might have been the result of a number of factors, such as that the two examiners might not have truly understood this assessment tool and had not gained adequate experience in using it in the assessment trials. Additionally, the methods of evaluation and scoring of the children came from them answering "yes" or "no" questions. This result may be related to the study of [Ziviani et al. \(2004\)](#) which revealed that a dichotomous scale assessment would have had a higher reliability than a multiple-scale assessment or an ordinal scale assessment. For example, if the child answered correctly, he would get 1 point. On the other hand, if incorrect, he would get 0 points. This testing approach was unproblematic for the examiners in scoring so that it may have led to a lower reliability. The Thinking Operation sub test had a lower reliability than the other sub test. This was similar to the findings of ([Katz et. al., 2004](#)) who studied the original version of the DOTCA-Ch and showed that the inter-rater reliability was .87; this value indicated a lower reliability than Orientation and Spatial Perception sub tests. The reason for this result might be the different characteristics of the two examiners; one might have been stricter or more flexible in the observation of children's behaviors than the other. Since the Thinking Operation sub test information is derived from observing the student's performance and from interviewing the students, it is possible that the examiners could have evaluated student performance in the interview differently. These factors may have led to the lower reliability of the Thinking Operation sub test. However, all three sub tests had reliabilities ranging from good to excellent levels that were similar to the original version of the DOTCA-Ch. For this reason, the Thai DOTCA-Ch version of the Orientation, Spatial Perception and Thinking Operation sub test could be considered to have a high inter-rater reliability ([Cicchetti](#)

and Sparrow, 1981).

From the analysis of the test-retest reliability, the results showed that the intra-class correlation co-efficient was between .82 - .87, and the overall intra-class correlation co-efficient was .87. This meant that the assessment tool had excellent reliability, according to the criteria of the reliability co-efficient of [Cicchetti and Sparrow, 1981](#). In addition, there was an interval of 2 weeks between the test to the retest evaluation so that most likely, this duration did not have an impact on the cognitive development of the children. According to the theory of Piaget, cognitive development can be categorized into four levels, including a sensorimotor stage, preoperational stage, concrete operational stage and the formal operational stage. The basic levels will develop the higher levels, and this process takes more than 2 years to complete. As a consequence, the period of 2 weeks did not cause any discernable differences in development. The lower test-retest reliability of the orientation sub test might have been caused by the characteristics of the questions for which the children needed to provide answers by explanation their reasons. For instance, in the question of place orientation, "Where do you live? Explain in detail about where do you live.", the child might answer differently each time it is requested. The scoring of these questions had three levels: 0 point, 1 point, and 2 points. Zero points meant the child did not know the answer, 1 point meant the child answer correctly by choosing from multiple choices, or the examiner explained the question in more detail, and 2 points meant the child answered correctly by themselves without being given choices, or without any explanation from the examiner. As a result, the answers from the retest might have been from memory of the first answer. In fact, the child might not truly have got the question and answered with the examiner's explanations or choices which gave 1 point. However, when they were given a retest, they might have gotten 2 points because they remembered the choices or the explanations from the first test. Thus, although they performed the identical, in each type of question they got different points for each. This may have affected the test-retest reliability of the Orientation sub test slightly less than the Spatial Perception and Thinking Operation sub test. However, all these sub tests had high test-retest reliabilities. These results were similar to those obtained by [Ziviani et al. \(2004\)](#), who found that the test-retest reliability of the original version of the DOTCA-Ch was high

to very high. On the other hand Daibes (2012) found that regardless of the fact that 53% of the assessment items of the original version of the DOTCA-Ch had a high test-retest reliability, 19% of the assessment items had a low test-retest reliability.

All of the above results indicated that the Thai DOTCA-Ch versions of Orientation, Spatial Perception and Thinking Operation sub tests had the psychometric properties of consistency to be good assessment tools. Indeed, although the assessments were repeated, the results were no different. These results were not only focused on the end product of the Thai DOTCA-Ch versions but also gave guidelines for researchers in other countries in which English is a second language to develop the standardized test in their own language by the WHO back translation process.

A limitation of this research was that all tests of reliability came from the score points before using mediations. In future, the researcher may study the norms in Thai children and other tests of the validity of this assessment tool, such as, predictive validity, construct validity and concurrent validity. Moreover, interestingly, future research can study the psychometric properties of the DOTCA-Ch after using mediation.

4. CONCLUSIONS

This research showed the process of cognitive assessment tool development in the context of a country where English is a second language. This systematic process developed a new assessment methodology which had excellent reliability. Suitable cognitive assessment was enabled that overcame any language barrier so that the cognitive problems of children could be accurately identified.

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Conflict of interests

Authors declare no conflict of interest.

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ARM AND LEG IDIOMS IN THE BNC AND COCA CORPORA: VIEWS ON THE CULTURAL DIFFERENCES BETWEEN BRITISH AND AMERICAN SOCIETY

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Abstract. Phraseological units, primarily idioms are those types of linguistic units which reveal to a great extent how certain linguistic community copes with its surroundings. The aim of the paper is to demonstrate how idioms in English language are actually differently used across different genres in British and American linguistic communities, and try to explain those results in light of the Sapir-Whorf Hypothesis. The study was conducted on the basis of the idioms that have the same body part, namely arm and/or leg, and those idioms were then compared in two corpora – the BNC (British National Corpus) and COCA (Corpus of Contemporary American English).

Keywords: *Arm and leg idioms, BNC, COCA, Cultural difference.*

1. INTRODUCTION

Phraseology as one of the most interesting fields of linguistic study is often mistreated by many linguists because of its close relation to Cognitive Linguistics (CL) which, unlike Chomsky's Generative Grammar for example, is not rule-governed. Rather, CL focuses on the relationship between the language and the mind. Cognitive linguists go from the premise that language is not only rule-governed, but that there is something more than just the form that is, a language is very much connected with extra-linguistic phenomena. The topic of the paper is to prove that those extra-linguistic phenomena such as man's surroundings and experience are to be taken into account as they are most certainly reflected in a language of certain community and/or culture. The figures show that the use of the same idioms, namely arm and leg idioms in British and American

English is somewhat different, and that is indicative of how the conceptual system of those compared communities is differently grounded, to some extent however.

2. MATERIALS AND METHODS

The topic of the paper, however, is idiomatic use of a language and how it is used in two different communities, namely British and American. As noted above, the scope of the analysis was idioms which have arm and/or leg as their head and comparison of those idioms with respect to their use in British and American communities. The process had a few steps. Firstly, all the body part idioms were found, and since it was a rather big number to be analyzed, the scope of the analysis needed to be narrowed. Secondly, the analysis was narrowed to motor body parts only. Thirdly, since even that number was very big, it needed to be reduced by some other criterion, so two body parts that are mostly used in our everyday life were chosen, arm and leg to be precise. All the idioms found with those body parts in the NTC's American Idioms Dictionary are compared in COCA and the BNC corpora, thus providing a practical framework for cultural differences between British and American societies. Although only one language – English is discussed in the corpora-based study, the fact that figures found with the same idioms in British and American societies are very different just shows that the Sapir-Whorf Hypothesis should not be a priori disputed. Each idiom found with arm and/or leg constituent is presented in the paper in a form of a table, and the results in those two corpora are thus being compared and discussed.

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3. PHRASEOLOGY MIRRORS CULTURE

Phraseology as a linguistic discipline is the best indicator of how certain society perceives the world. Through the phraseological units, especially idioms we are able to have better knowledge of a certain culture – that primarily refers to culture-specific idioms. It means that there are those idioms that are specific to one culture, but could not be found in some other culture and language due to some external factors such as climate, people, habits, animals in people's surroundings, etc. Every linguistic discipline is always connected to other disciplines, and phraseology is not an exception in that sense. Nick C. Ellis argues the relation between phraseology and CL:

Thus, phraseology resonates with a wide range of research areas within Cognitive Linguistics and Cognitive Science more generally. Cognition, consciousness, experience, embodiment, brain, self, and human interaction, society, culture, and history are all inextricably intertwined in rich, complex, and dynamic ways in language, so an understanding of language is incomplete without them (Ellis, 2008: 5).

At the core of interest within CL is the study of a language that is embodied – the example thus being metaphors such as MORE IS UP, LESS IS DOWN referring to the fact that when one is healthy, they are in an upright posture, whereas when one is sick they cannot do things as they can when being healthy. In addition, as Lakoff and Johnson put it: “Meaning, therefore, is never disembodied or objective and is always grounded in the acquisition and use of a conceptual system” (1980: 197). Apart from that, CL studies the language which reflects human experience, which is why it is always closely connected to phraseology. For example, the idiom to burry one's head in the sand is a string of words which was used to describe a typical behavior of ostriches when in danger, and was later on given another, non-literal meaning – to describe those people who usually do not confront difficult situation or a problem; rather, they burry their heads in the sand that is, do not confront the challenging situation. That string of words was given certain idiomatic meaning, it was conventionalized by the people, and it no longer meant literally to burry one's head in the sand. The beauty of phraseology is that it really reflects how societies and/or cultures are actually very unique and different. In addition, having a

good knowledge of phraseology of a certain language may play the key role when translating. Corpora-based study of phraseology is especially useful and practical not only for learners and teachers, but also for translators who want to convey the message correctly in the target language. Jean Pierre Colson brings together phraseology and translation studies in his article Phraseology across languages and cultures.

A related topic is that of frequency differences across languages. It is not at all clear, for instance, that all languages use set phrases in the same proportions. The relative importance of the noun category may vary from language to language and will therefore interfere with the importance of verbal expressions, one of the main categories of set phrases. Identifying a phraseological profile for various languages on the basis of large corpora would be very useful for both language learners and translators, because many errors are due to an insufficient or incorrect mastery of phraseology (Colson, 2008: 198).

When it comes to acquisition of the phraseological units of a certain language, Graeme Kennedy argues that one learns phraseology through implicit learning more likely than through explicit learning (2008: 38). It means that we more likely to memorize and use a collocation and/or an idiom if we hear it many times without paying special attention to it. So, if we hear certain idiom such as armed and dangerous numerous times by a native speaker, which means probably used in the right context then we are more likely to retrieve the idiom later on and use it ourselves in a proper context. As opposed to implicit learning, there is also explicit learning which implies that we must pay attention to it that is, we are aware of the process of learning, which is not the case with implicit learning, and that is a preferable method for learning phraseology. Like everything in life, the best way to learn something, whether a language or something that has nothing to do with it, is by applying the method of retrieving.

4. THE SAPIR-WHORF HYPOTHESIS AND IDIOMS

When discussing the field of phraseology and what it focuses on, the inevitable part certainly belongs to the relation between the language and the thought. Neither language, nor thought is completely independent. That

is covered by the term linguistic relativity which was later on known as the Sapir-Whorf Hypothesis.

Regardless of the fact that Whorf's work has been many times disputed by many linguists, especially generativists who claim that it is impossible to acquire a language without linguistic competence which is innate, his contribution to the relation between the language and thought must not be completely neglected. Irrespective of some of the shortcomings of Whorf's work, Katz gives him some credit, and argues that when conducting experimental analysis that is, when comparing two languages in usage, it is important to examine whether these differences are indicative of cultural differences, or just the worldview. "In general, the experimental paradigm is to identify two or more languages that differ in some specified way and then to see if this difference is reflected in a corresponding difference in worldview that cannot be traced to cultural differences per se" (Katz, Cacciari, Gibbs, Turner 1998:14).

The paper discusses exactly those differences, i.e. the differences in the worldview between the British and American society which are based on arm and leg idioms found in the BNC and COCA corpora.

5. RESEARCH RESULTS AND DISCUSSION

The NTC's American Idioms Dictionary showed that there is quite an extensive list of idioms that consist of a body part in English, and the paper would be rather exhaustive if all the idioms were subjected to the analysis, so the criterion was to cover only motor body part idioms. Given the fact that the number of those idioms was rather big as well, next criterion was to take two motor body parts, and those were arm and leg idioms.

All the idioms with arm and leg constituents are enlisted and compared in both corpora, first the BNC, then COCA. However, it must be stressed that the BNC corpus shows results only from 1980s to 1993, whereas COCA shows results from 1991 to 2012, but the queries in the latter were limited to the period from 1990 to 1994 to make it comparable with the BNC results as much as possible. For each idiom, there are two tables, the first one with the BNC results, and the second one with the COCA results. The sections are placed in the first row of both tables. It is to be stressed that

BNC has NON-ACADEMIC section, whereas COCA does not, which to some extent, undermines the results altogether. The second row in both tables represents frequency, i.e. number of tokens, whereas the third represents the frequency of occurrence per million. Each idiom is discussed on the basis of the results found in the corpora.

Table 1. Comparison of the idiom arm in arm in the BNC and COCA

BNC							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
FREQ	3	39	2	4	1	3	11
PER MIL	0.30	2.45	0.28	0.38	0.06	0.20	0.53

COCA							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	
FREQ	7	42	12	7	1	69	
PER MIL	0.08	0.49	0.13	0.08	0.01	0.66	

Idiom (1) means that "two persons are linked or hooked together by arms" (NTC's American Idioms Dictionary 2000: 11). As results from both tables show, it seems that the American linguistic community uses the idiom more than the British across all genres. The possible reason for that may lie in the fact that the Americans are considered to be rather friendly people, whereas the British are considered to be somewhat cold when social affairs are in question.

Table 2. Comparison of the idiom armed and dangerous in the BNC and COCA

BNC							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
FREQ	0	2	1	5	0	0	0
PER MIL	0.00	0.13	0.14	0.48	0.00	0.00	0.00

COCA							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	
FREQ	6	9	4	0	0	19	
PER MIL	0.07	0.11	0.04	0.00	0.00	0.18	

Idiom's meaning, according to the NTC's American Idioms Dictionary is "said of an armed person who is suspected of a crime and has not been captured and who is likely to resist arrest" (2000: 12). As it is obvious from the tables, the Americans tend to use the idiom generally more than the British. That is not surprising given the fact that most of the action movies we are exposed to on TV are American movies. Another possible explanation for such results is that the Americans led many wars through their history – Vietnam War, American War of Independence and many others. The British led many wars as well, and conquered many territories across the world which gave them the title of being the most imperialistic power in the world. Notwithstanding, the frequency of occurrence of the idiom across genres is not that high when compared to the American results. There might be two reasons. Primary reason is technical by its nature because the BNC corpus covers only period from 1980s to 1993, and it is taken from the American dictionary

of idioms, whereas COCA covers the period from 1990 to 1994. The other reason may be the fact that the British are rather conservative nation and do not like to be exposed on the world's stage too much, while the Americans are considered to be more liberal and more democratic nation which, in reality, wishes to dominate the world, and wants to be the one that other nations would be intimidated by. So, it may be possible to conclude that in the American society fighting is deeply rooted and it is reflected in its idiomatic use of language. However, from all the results from both of the tables, one result in the BNC table strikes out, and that is section NEWSPAPER and number 0.48 while the same in the COCA table is 0.00. Probable reason for that may be the fact that the idiom is frequently used in British journalistic style; perhaps it is mostly used by politicians to show how powerful they (the British) are. It could be considered that such a high number in NEWSPAPER section is an indicator of politicians' and other leaders' demagogical tool of persuasion.

Table 3. Comparison of the idiom armed to the teeth in the BNC and COCA

BNC							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
FREQ	0	4	2	0	1	0	2
PER MIL	0.00	0.25	0.28	0.00	0.06	0.00	0.10

COCA							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	
FREQ	12	12	8	6	1	39	
PER MIL	0.13	0.14	0.09	0.07	0.01	0.38	

Idiom (3) means "heavily armed with deadly weapons" (2000: 12), and is another example of culture-specific and deeply-rooted feature of the American society. Numbers in the COCA table are all higher than in the BNC table, despite the fact that the COCA table lacks two sections – NON-ACADEMIC and MISCELLANEOUS. Pretty much the same explanation from the above could be applied here as well.

(4) Comparison of the idiom busy as a one-armed paperhanger in the BNC and COCA

*Not found neither in the BNC, nor in COCA

Despite the fact that that idiom was taken from the NTC's American Idioms Dictionary, it was strange not to find it in any genre in either of the corpora, not even in COCA which would be least expected. The idiom means "very busy"(2000: 14).

Table 5. Comparison of the idiom cost an arm and a leg in the BNC and COCA

BNC							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
FREQ	1	1	2	1	0	0	0
PER MIL	0.10	0.06	0.28	0.10	0.00	0.00	0.00

COCA							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	
FREQ	1	1	1	0	0	3	
PER MIL	0.01	0.01	0.01	0.00	0.00	0.03	

When one says that something costs an arm and a leg, it means that it "costs too much" (NTC's American Idioms Dictionary, 2000: 78). The idiom is such that it can only be used in somewhat less formal pieces of writing, so it is no surprise at all to see figures 0.00 in both tables in the section ACADEMIC because academic type of writing has its own regularities and writing style, and usage of such an idiom would be considered rather inadequate. As it is evident from the tables, the idiom is mostly used in informal communication, both oral and written – sections SPOKEN, FICTION, MAGAZINE. The data from both tables do not give us any interesting piece of information on possible cultural differences between those two linguistic communities, only that it is slightly more used in British English than in American English.

Table 6. Comparison of the idiom pay an arm and a leg in the BNC and COCA

BNC							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
FREQ	1	0	0	0	0	0	3
PER MIL	0.10	0.00	0.00	0.00	0.00	0.00	0.14

*Not found in COCA

The meaning of the idiom (6) is quite the same as the meaning of the idiom (5), its usage is informal as the note in the Dictionary says (2000: 309), and there is a similar idiom expressing the same content, but with the different body part constituent – pay through the nose for something. Since the idiom is not found in COCA corpus we may consider it to be predominantly used by the British, although the use of the idiom is not a big one even in the BNC, but it is most certainly used in informal contexts, as the results show.

Table 7. Comparison of the idiom put the arm on (someone) in the BNC and COCA

*Not found in the BNC

*Not found in the BNC

COCA							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	
FREQ	2	2	0	0	0	4	
PER MIL	0.02	0.02	0.00	0.00	0.00	0.04	

According to the Dictionary, the idiom's meaning is "to put pressure on someone" (2000: 331). The idiom is not found in the BNC, but is in COCA which again may be interpreted as British people being somewhat more of pacifists by nature than American people. On one hand, the Americans are considered to be loud, aggressive in obtaining

their goals, and intrusive in a way, whereas the British lack that type of reputation. In addition, the Americans lead wars even nowadays (think of Iraq), although the figures are illustrative of only the period from 1990 to 1994 which shows once more that the above adjectives are more or less true of them. The British on the other hand, are considered shy and non-aggressive in their approach, but also non-intrusive. That may be the cause of not finding the idiom in the BNC corpus.

(8) receive someone with open arms

*Not found neither in the BNC, nor in COCA with neither pronoun

The meaning of the idiom is to “greet someone eagerly” (Dictionary, 2000: 338). The problem with the idioms having someone as their constituent is that when entered in the query in that form, the results are not given in either corpus. The problem was solved by entering all the pronouns in the query, but not all of them are enlisted in the paper and subjected to the comparison. With those idioms which have that constituent in its canonical form there was no special criterion to choose only one pronoun; rather, it was done by a random choice. This idiom in the above mentioned period was not found in the corpora so cultural differences could not be seen in that sense.

(9) welcome someone with open arms

Its meaning is identical with the one in (8). With the idiom (9) pronoun them was chosen, and the results were as follows:

Table 9. Comparison of the idiom welcome them with open arms in the BNC and COCA

BNC							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
FREQ	0	0	0	0	0	0	1
PER MIL	0.00	0.00	0.00	0.00	0.00	0.00	0.05

COCA							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	
FREQ	1	0	0	1	0	2	
PER MIL	0.01	0.00	0.00	0.01	0.00	0.02	

As opposed to the idiom (8), the idiom (9), which is differed from the idiom (8) only in its verbal constituent, gives results in both corpora. As expected, the Americans tend to use it slightly more than the British which is again an indicator of how the Americans are more open-hearted and straightforward type of people. Section NEWSPAPER in COCA corpus shows that it is very likely to find the idiom in the newspapers, probably in the context of politics. For example, sentence such as President Clinton welcomed his Russian colleague with open arms is very likely to be found at that period in their newspapers.

It should be emphasized, however, that with the constituent him the BNC corpus showed higher figures than in COCA, but altogether, considering all the constituents, the Americans do tend to use this idiom more than the British.

Table 10. Comparison of the idiom shot in the arm in the BNC and COCA

BNC							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
FREQ	0	0	0	0	0	0	1
PER MIL	0.00	0.00	0.00	0.00	0.00	0.00	0.05

COCA							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	
FREQ	1	0	0	1	0	2	
PER MIL	0.01	0.00	0.00	0.01	0.00	0.02	

The meaning of the idiom (10) is “a boost; something that gives someone energy” (Dictionary, 2000: 360), and it is informal in its use. The tables show that the Americans tend to use this informal idiomatic expression more than the British, especially in SPOKEN and NEWSPAPER sections. It is well-known that when it comes to being formal (this even applies to linguistic formality), British people are very formal, while American people have rather relaxed and casual approach to life. Sometimes there is a lack of respect vivid in human affairs, especially in the case of authorities due to that laid-back approach, and omission of formalities. However, one thing also needs to be kept in mind – the constituents that the idiom is consisted of. The constituent shot refers to the shot given from doing drugs by injecting it through the needle into your vein, which consequently gives you the energy. Needless to say, the figures would probably be much higher if different period of time was chosen, say 2000 to 2004. The point here is again the fact that phraseology mirrors culture; the nineties were kind of beginning of the drug era. Today, however, that number is much higher in both corpora.

Table 11. Comparison of the idiom take up arms against (someone) in the BNC and COCA

BNC							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
FREQ	0	0	0	0	3	2	1
PER MIL	0.00	0.00	0.00	0.00	0.18	0.13	0.05

COCA							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	
FREQ	0	0	2	4	2	8	
PER MIL	0.00	0.00	0.02	0.05	0.02	0.08	

Idiom’s meaning is “to prepare to fight against someone or something” (2000: 398). In a way, the results are expected, i.e. it is not such a surprise to discover the idiom is more used by the Americans than by the British. Especially interesting figures are those in the sections MAGAZINE and NEWSPAPER which are much higher in COCA corpus than in the BNC, and could again be interpreted as

being a culture-reflecting mirror. The beginning of the nineties was globally very dynamic period of time and that is especially vivid in terms of politics that the Americans led. In addition, Peggy Whitley, a researcher in the field of American cultural history, describes the nineties in the United States as:

The 90s have been called the Merger Decade. On the domestic front, some big issues were health care, social security reform, and gun control - debated and unresolved throughout the whole decade. Violence and sex scandals dominated the media starting with the Tailhook affair in which Navy and Marine Corps fliers were accused of sexually abusing 26 women. President Clinton kept the gossip flowing as several women accused him of sexual misconduct. Violence seemed a part of life. In 1992 South-Central Los Angeles rioted after four white policemen were acquitted of video-taped assault charges for beating a black motorist, Rodney King. 1993 brought terrorism to the American shores as a bomb was detonated in the garage beneath the World Trade Center. That same month of February saw four agents of the U.S. Bureau of Alcohol, Tobacco, and Firearms killed during an unsuccessful raid on the Branch Davidian cult compound in Waco, Texas led by David Koresh (<http://kclibrary.lonestar.edu/decade90.html>, Whitley, Peggy, American Cultural History, copyright 1999, last updated 2/2011).

Also, it is well known that, at the time (in 1990), the Gulf War took place. It was a war between UN governed coalition of 34 states and Iraq which previously annexed Kuwait, and by doing so, represented a threat to the world peace. Wars that the Americans led were not the only turmoil that shed their lives; there were also sex crimes, problems with drugs, racial issues, general dissatisfaction with Clinton's politics, and many other. All of these factors influenced the American society to wake up, to express their opinions, to liberalize and democratize society in every aspect, to fight for their rights. In that light, the frequency of occurrence of the idiom to take up arms against (someone), especially in the media is not surprising at all. This is once more an example that the changes in language go hand in hand with the changes in the society that uses that language, and that is expressed exactly in phraseology of a certain language. The fact that the idiom is not that used in British English again shows how the British are not so open and liberal when it comes to expressing their opinions on the social affairs that their country is subjected to.

(12) twist someone's arm

With the idiom (12), the same problem as in (9) was encountered, so my was chosen for comparison instead of the canonical someone's.

Table 12. Comparison of the idiom *twist my arm* in the BNC and COCA

BNC							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
FREQ	2	2	0	0	0	0	1
PER MIL	0.20	0.13	0.00	0.00	0.00	0.00	0.05

COCA							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	
FREQ	0	0	0	1	0	1	
PER MIL	0.00	0.00	0.00	0.01	0.00	0.01	

The idiom means to „force or persuade someone” (2000: 419). As the results from the table show, the figures are higher in that period of time in the BNC corpus, especially in informal communication (sections SPOKEN and FICTION). If it was said in the previous example that the Americans are more open to express their opinions, then as the results in this example show, the British are more likely to be persuaded and convinced by their participants in the conversation, and therefore more readily accept whatever they are told. The use of the idiom with all the constituents (your, his, her, its, our, their) is such that the advantage is given to the BNC corpus.

Table 13. Comparison of the idiom *up in arms* in the BNC and COCA

BNC							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
FREQ	13	12	6	11	4	1	3
PER MIL	1.30	0.75	0.83	1.05	0.24	0.07	0.14

COCA							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	
FREQ	30	6	15	17	1	69	
PER MIL	0.33	0.07	0.17	0.20	0.01	0.66	

The idiom's meaning is “rising up in anger; very angry. Also literal when actual weapons are involved” (2000: 422). In case of this idiom, and based on the results of both corpora, we may reach the same conclusion from the above about the nature of both the British and the Americans.

Table 14. Comparison of the idiom *break a leg* in the BNC and COCA

BNC							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
FREQ	2	8	2	5	0	0	5
PER MIL	0.20	0.50	0.28	0.48	0.00	0.00	0.24

COCA							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	
FREQ	0	15	5	2	0	22	
PER MIL	0.00	0.18	0.06	0.02	0.00	0.21	

“Good luck! Also literal. Theatrical slang” (2000: 47). This idiom in particular does not shed any light on the cultural differences between those two linguistic communities as the common number across genres in both corpora is the same – 22, which shows that wishing someone good luck is rather universal in both societies.

Table 15. *Comparison of the idiom as crooked as a dog's hind leg in the BNC and COCA*

*Not found in the BNC

COCA						
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994
FREQ	0	1	0	0	0	1
PER MIL	0.00	0.01	0.00	0.00	0.00	0.01

When someone says he/she is as crooked as a dog's hind leg, they mean that they are "dishonest" (2000: 15). The idiom is not found in the BNC corpus, but is found in COCA corpus, though only in section FICTION. The only comment that could be made is that the idiom is typically more American than British, at least when that period of time is in question. Given the fact that many affairs struck the USA in the beginning of the nineties, and many people were caught in dishonest acts, the use of the idiom comes as no surprise. All the affairs were the result of the free market reforms that took place in the beginning of the nineties which perfectly favored those who wanted to earn a lot of money by privatizing big corporations and firing many people. These were the things that led to a higher unemployment rate, loss of the middle class, and general dissatisfaction. Consequently, those people who were in favor of the introduction of the new capitalist politics became extremely wealthy. Hind leg of the dog was taken to represent dishonesty because dogs, when having to answer to their physiological needs, they raise their leg to do it. They also mark their territory by doing so, and in that sense the idiom is also used to describe people's behavior when conducting certain act of dishonesty such as adultery, corruption, bribery, etc. In addition, Lakoff and Johnson claim: "In general, which values are given priority is partly a matter of the subculture one lives in and partly a matter of personal values" (1980: 23). Obviously, such dishonest pattern of behavior is more typical of the Americans than it is of the British since the idiom was not found in the BNC, which is illustrative of the American subculture and the values they share. Nevertheless, it must be kept in mind that when discussing culture-specific features of a certain society, the Hypothesis may lead us on the slippery slope of whether we are dealing with real experience-based differences between two societies, or we are dealing with stereotypes. Basically, we may argue that the Hypothesis, also known as linguistic relativism could account for cultural relativism as well.

We may define cultural relativism as the view according to which the validity of

principles, values, statements, theories and the like is exclusively relative to the culture within which they have developed. There might be other forms of cultural relativism forms which relativize some but not all the fundamental notions of a conceptual scheme but this is the most radical one (Massimo Dell'Utri 2008: 76).

(16) get one's sea legs

Again, the problem is canonical constituent one's which is substituted with a constituent your.

It should be emphasized, however, that the results were shown only for constituents my and your, and not in both of the corpora.

Table 16. *Comparison of the idiom get your sea legs in the BNC and COCA*

*Not found in the BNC

*Not found in the BNC

COCA						
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994
FREQ	0	0	1	0	0	1
PER MIL	0.00	0.00	0.01	0.00	0.00	0.01

The idiom means "to become accustomed to the movement of a ship at sea; to be able to walk steadily on the constantly rolling and pitching decks of a ship" (2000: 141). The idiom is not found in the BNC corpus, but is found in COCA, though not in a big number. The only conclusion that can be drawn from the figures is that the idiom is typically American, and it is found in that period only in section MAGAZINE, namely Science News-Magazine of the Society for Science and the Public. In addition, the idiom is found in a slightly higher number in COCA corpus with the constituent your.

(17) on someone's or something's last legs

The canonical constituent someone's was substituted with the constituent his.

Table 17. *Comparison of the idiom on his last legs in the BNC and COCA*

BNC							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
FREQ	1	0	0	0	0	0	1
PER MIL	0.10	0.00	0.00	0.00	0.00	0.00	0.05

COCA						
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994
FREQ	1	0	0	0	0	1
PER MIL	0.01	0.00	0.00	0.00	0.00	0.01

The meaning of the idiom is "to be almost worn out or finished" (2000: 291), and it is always used in informal contexts, as the figures show. There is no significant difference between the figures of the two corpora which is an indicator that the idiom is no more British than it is American, and is a part of everyday communication in both linguistic communities. When all the constituents, i.e. pronouns are considered, it is slightly more used in the BNC than in COCA.

(18) pull someone's leg

The canonical constituent someone's was substituted with the constituent my. Again, not all the pronouns function as a constituent in the idiom; some – like your, her, its, their – are found neither in the BNC, nor in COCA.

Table 18. Comparison of the idiom pull my leg in the BNC and COCA

BNC							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
FREQ	0	0	0	0	0	0	2
PER MIL	0.00	0.00	0.00	0.00	0.00	0.00	0.10

COCA							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	
FREQ	0	1	0	0	0	1	
PER MIL	0.00	0.01	0.00	0.00	0.00	0.01	

To pull someone's leg means "to kid, fool, or trick someone" (2000: 324), and it is used in informal contexts as well. As the figures show, the idiom is more used in the British community than in the American. However, the same idiom, but with the constituent our is found more within the American linguistic community than the British. It could be said that the idiom is rather universal, like break a leg is, and no significant culture-specific features could be drawn from the results.

(19) stretch one's legs

In this idiom, the constituent one's was substituted with the constituent our. Of course, not all of the possible constituents were found in both corpora.

Table 19. Comparison of the idiom stretch our legs in the BNC and COCA

BNC							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
FREQ	0	3	1	0	0	0	3
PER MIL	0.00	0.19	0.14	0.00	0.00	0.00	0.14

COCA							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	
FREQ	0	2	1	0	0	3	
PER MIL	0.00	0.02	0.01	0.00	0.00	0.03	

Idiom's meaning is "to walk around after sitting down or lying down for a time" (2000: 382). The figures in the tables show again that there is the absence of any significant difference in the use of the idiom. It is equally distributed in British and American English when all the constituents are considered. The idiom is very literal as well which contributes to the non-existence of any relevant culture-specific difference between British and American community.

(20) with one's tail between one's legs

In this idiom in particular, we have two canonical constituents in the same form – one's – that needs to be substituted with another constituent – his in this case, which would enable us to get the proper results in the query.

Table 20. Comparison of the idiom with his tail between his legs in the BNC and COCA

BNC							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
FREQ	0	3	0	0	0	0	1
PER MIL	0.00	0.19	0.00	0.00	0.00	0.00	0.05

COCA							
SECTION	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994	
FREQ	2	2	0	1	1	6	
PER MIL	0.02	0.02	0.00	0.01	0.01	0.06	

This idiom carries the following meaning: "appearing frightened or cowardly, like a frightened or defeated dog; appearing threatened or humiliated" (2000: 437). The idiom is slightly more used in American English than in British English, and that applies not just to the idiom with the constituent his, but also your, its and their. The section ACADEMIC is interesting because the idiom never occurred in British English up to 1993, while it did occur in American English from 1990 to 1994. Again, like with some other idioms, these figures do not reflect any significant culture-specific features. Perhaps they just show that the Americans focus more on the public appearance than the British, and try harder to avoid public embarrassment of any kind, but again, we might be dealing with stereotyping.

6. CONCLUSIONS

Phraseology is only one of the fields within linguistics that focuses not only on the intra-linguistic phenomena, but also the extra-linguistic phenomena that are even more important. The most important parameter when discussing phraseology is certainly culture. Phraseology flirts to a great extent with Cognitive Linguistics because it studies the relation between the language and the thought which is very relevant when brought in connection with culture. When discussing those culture-specific aspects of language, the term linguistic relativity, also known as the Sapir-Whorf Hypothesis, plays the key role in the study. The authors of the Hypothesis go from the premise that language's nature represents the world (view). That is why phraseology is very interesting scope of study that can be brought in connection with the Hypothesis as all culture-specific features of a certain community are reflected in the phraseological corpus of a certain language. Within its scope of study, phraseology investigates phenomena such as collocation, metaphor, metonymy and idioms. The paper primarily focuses on idioms that have motor body part(s), precisely arm and/or leg as their idiomatic head. Two dialects of English, British and American are compared in the paper. The comparison is based on the

two corpora, the BNC and COCA. Arm and leg idioms are subjected to a case study which cast some light on the cultural differences between those two linguistic communities. The comparison may have a few downsides, the most significant being the technical one in which the BNC corpus provides the figures from 1980s to 1993, and COCA up to 2012, but the queries in COCA corpus were limited to the period from 1990 to 1994. A general conclusion is that the Hypothesis should not be completely neglected, though not fully accepted as well. Moreover, we may agree that it actually leads towards stereotyping as the conclusions drawn from the figures are not facts per se; rather, they are kind of generalizations which are a result of stereotyping. However, the results of the corpora-based study of arm and/or leg idioms in British and American English show that the Hypothesis holds water in some cases, and that phraseology does indeed reflect how participants of a certain linguistic community cope with the world around them. That is especially true of the idiom as crooked as a dog's hind leg which is not found in the BNC corpus, but is in COCA corpus which says a lot about the nature of the Americans. Also the idiom to take up arms against (someone) is found in a higher number in COCA than in the BNC corpus which is again an indicator of how the Americans are more eager to fight for their rights. The idiom also illuminates how certain events at the time shook the American public scene, which is also indicative of how culture and language are intertwined more than we can imagine. Another reason is the fact that the idioms were taken from the American dictionary of idioms which goes hand in hand with such slightly favorable results on the part of the American linguistic community. Nonetheless, the research also showed that there were those idioms which are rather universal in their usage that is, they are found in approximately the same number in both corpora, which cannot shed any light on the cultural differences between the British and the Americans. Those are idioms such as break a leg or stretch one's legs. To sum up, the Sapir-Whorf Hypothesis will always play a significant role when analyzing culture-specific features of two or more linguistic communities and/or societies, but it must be treated and analyzed with special care as it may lead towards some misleading conclusions.

Conflict of interests

Authors declare no conflict of interest.

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PROFICIENT CONSTITUTION FOR ONLINE EDUCATIONAL ENVIRONMENT USING FEEDBACK ANALYSIS

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Abstract. Modern world learners want to get more knowledge about their respective field which they like. The Learner just has to implement the knowledge using which they are learnt. This implementation has been used in the modern world. Learners are like to study in within the term they like to learn supplementary bunch. This requirement has been fulfilled by the online education system. The online Educational System provides the Notes, Books, Audio and Video Lectures, Manuals, Presentations etc., learners are expecting more apart from the contents or the learners are not willing to study which were provided by the online Educational System. The online Educational system provider has to know about the Learners satisfaction level, which has been evaluated by the Learners feedback. The feedback analysis has been evaluated by the selected criteria. Each criterion has some scoring options. Using this option, the learners will give the feedback to the particular subject trainer through the scoring options. Finally, feedback scores are evaluated and give the advice to the trainer to implement the new techniques for giving the training. This operation is instructing the trainer to implement and update their teaching skills.

Keywords: *E-learning, Learner, Trainer.*

1. INTRODUCTION

Anything can be able to learn from anywhere through the Internet. The use of electronic media, information and communication technologies in education, teaching and training is called E-learning ([Awad, M., Venkatesan, S., Roberts, H., Keating, N., and](#)

[Myles, P. 2013](#)). E-learning provides on the Management decreasing the cost of learning delivery, and inexpensive travel, survival cost and time away from the job. The proposed system detects the differences among trainers by using the Evaluation Criteria. An important goal of E-learning system is to deliver instructions that can produce equal or better outcomes than face-to-face learning systems. To achieve the goal, an increasing number of empirical studies have been conducted over the past decades to address the issue of what antecedent variables affect the students's satisfaction and learning outcomes and to examine potential predictors of e-learning outcomes ([Bassil, Y. 2012](#)). A positive change in knowledge outcomes was shown as an increase in the proportion of students with correct responses after completion of the e-learning package as compared to baseline knowledge scores ([Srivastava, E., and Agarwal, D. N. 2013](#)).

2. METHODOLOGY TO COLLECT THE FEEDBACK

The numbers of Criterion have given to the learners to give the performance of the trainer. The Trainer Performance can be given like Very good, Good, Average, Need Improvement and Poor. Each performance has been allocating some marks. Finally, conclude the performance of the faculty through the marks which have been given by the learners. The Criteria has listed below.

- Knowledge base of the faculty for course taught.
- Communication skills of the faculty

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(in terms of course delivery and making learner understand the course).

- Sincerity/Commitment/Punctuality
- Lesson Planning and Execution.
- Ability to integrate Content with other courses/Other issues, to provide a broader perspective.
- Accessibility of the trainer in and out of the class (includes availability of the trainer for discussion outside class).
- Answering Questions/Clarifying Doubts.
- Amicability with Students
- Motivating/Counseling the student for their betterment.
- Providing Course materials and other technical details.

3. STEPS TO FIND THE TRAINER PERFORMANCE

Criterion types (CT) need to be defined to analyze the trainer. Each criterion has been awarded and evaluated by the Score Type (SCT). They have to find the Number of counts for the score type (NCT) and assign the scores for particular criterion (SPC). These are the basic requirements to find the Total Score for Particular Criterion (TSPC), Total Score for All Criteria (TSAC), Average Score for Particular Criterion (ASPC) and Average Score for all Criteria (ASAC). The Number of Criterion has defined as NC.

$$TSPC = \sum [SCT * SPC] / \sum [NCT]$$

$$ASPC = [TSPC / 100] / NC$$

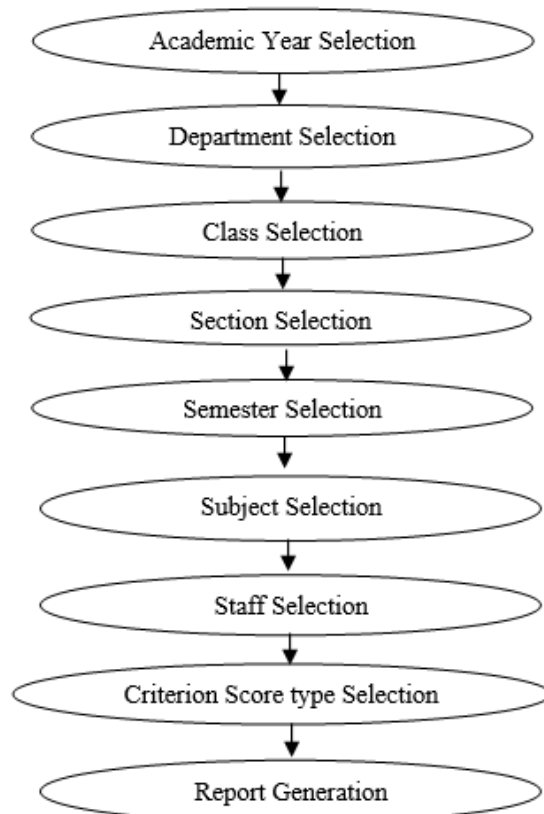
$$TSAC = ASPC / NC$$

$$ASAC = TSAC / NC$$

The Average Score for Particular Criterion (ASPC) which has been secured by the learners. The Average Score for all Criteria is the Cumulative and the score which have been secured by the learners using the Proposed System.

4. DESIGN OF THE FEEDBACK ANALYSIS

The Proposed System has been designed for learners to give the feedback about the trainers' performance and the Environments. The Design starts with Academic Year Selection and Ends with Cumulative Feedback Report.



5. DATABASE TOOL

DBMS short for database management system plays an important role in most real-world projects that require storing, retrieving and querying digital data (Saba, T.).

5.1. Advantages of Microsoft SQL Server

1. Microsoft SQL Server has built-in data integrity/recovery facilities. Instead of all users accessing the same file at the same time, each user talks to the server software, and the server software manages the creation, reading and writing of information to each table. Data backup and restore options are built into the server software.

2. Microsoft SQL Server has user and group level security. Instead of giving each user access to the folder that contains all of your data files (as is necessary with the native database), you simply give them rights to speak to the server software. Rights can be granted based on your Windows Domain users and groups. The actual file that the server uses in order to store data can be invisible to the user.

3. As the number of users grows, it will provide better performance than the native Database.

4. Performance is not affected by anti-virus programs.

5. It is an industry standard database, meaning almost any database aware application will need to be able to access your data, including various report writers and Excel.

5.2 .Disadvantages of Microsoft SQL Server

1. Require a level of knowledge of the Microsoft SQL Server environment.

2. Backups must be done in a different way.

5.3. The Way to Use MS SQL Server

- Database Creation

In case of MS SQL Server, by clicking on the corresponding icon, a new database can be created.

- Database Login

Once a database is created, a user can login to his/her database and, after which he/she can work with the objects in the database. In case of Oracle, we are always automatically logged into the default database of Oracle and we can login into the same as different users.

- Database Rename

A database in MSSQL server can be renamed by selecting the corresponding option.

- Database Drop

There is an option provided for dropping

an already existing database when the GUI is connected to the MSSQL Server.

- Database Profile

The user can monitor and view the database properties, like name, owner, and size, date of creation, status and contents.

- Objects

The user can access the opened database through a Graphical User Interface. Through this interface, the user can see and work with the database objects like tables, queries and reports.

- Create Table

The user can create tables in the selected database. A design view is provided, through which the user can simply enter the field name, select the data type from a select list. There are separate options for setting a field as primary, unique, or not null. There is another option for adding checking constraint on a field or a default value in a field.

- View Table

This option allows the user to view the contents (rows) in a table.

- Execute Queries

The user can execute any query on the database using the user-friendly graphical interface. All the tables in the database are listed, from which the user can choose the one(s) in which he/she has to execute the query. The user can choose the type of query to be executed (like select, update, make-table and delete). The field(s) in the table(s) in which the query needs to be executed can be selected from a list and the conditions can be input, all using the graphical interface. The conditions can include sorting (ascending, descending or none), fields to display, criteria and any other specification, if any. The result of the query action is exhibited.

- Select

User can first select a table, and then execute select queries on it. Select query can be executed in different ways:

- Specific fields or all fields in a table can be displayed.

- Only distinct fields can be displayed if required.
- Aggregate function can be applied to a field selected.
- Field or fields satisfying a specific condition can be selected.
- Selection can also be made using Order by or Group by clause.
- Alter

Any alteration on the table can be made on a selected table using this option. Alterations that can be made includes the Following:

- Alter the data type of a existing field in the selected table.
- Altering the selected table by adding a new field to the table.
- Altering the selected table by dropping an existing field in the table.
- Altering the selected table by adding a constraint to afield in the table.
- Altering the selected table by dropping a constraint specified on the field in the table.

- Update

This option is used for making any updating on a selected table. Any condition for updating can also be specified if required.

- Delete

This option is used for deleting rows from a selected table. Deletion can also be performed by specifying conditions so that only rows satisfying that condition are deleted.

- Drop

This option allows a user to drop an already existing table from a database

- Insert

Using this option, the user can insert rows into an existing table.

- SQL query analyzer

If required, the user can execute queries in SQL mode, not using the graphical interface. A separate workspace is provided, where the query can be typed and executed.

The Feedback collection is checked

with two different database tools. Both are developed by the Micorsoft Corporation. One is MS-Access. Another one is SQL SERVER. While using the MS-Access tool the application not stored all the data to the database because the tool has not the backup media retention “Wait indefinitely” and Recovery interval. These two choices are used to store the feedback to the database without missing. These choices are fulfilled by the SQL SERVER Database tool. The Existing System has used the MS-Access database tool and the proposed System has used to the SQL SERVER Database tool.

6. RESULT AND CONCLUSION

The Feedback is collecting from the Learners through Online using the Proposed System. While using the Existing System, the Number of receiving feedback is 82.38%. But the proposed system receives 98.74%.

TOTAL STRENGTH	FEEDBACK USING EXISTING SYSTEM	FEEDBACK USING PROPOSED SYSTEM
53	45	53
54	48	54
48	42	48
52	43	51
55	42	53
56	42	55

Table 6.1. The Number of Feedbacks collecting from the Learners through Online

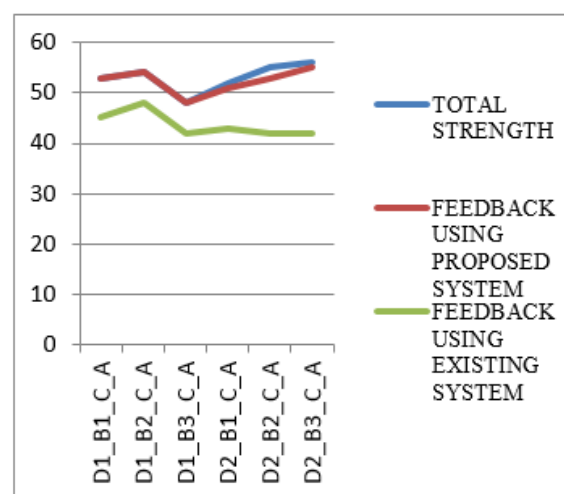


Figure 6.1. The Number of Feedbacks Collecting from the Learners through Online (Department, Branch, Class, and Section wise Analysis)

7. FUTURE DEVELOPMENT

For making the system adaptive to the changing environment, it will be necessary that the system will be produced above the percentage which is provided by the proposed system.

Srivastava, E., & Agarwal, D. N. (2013). E-learning: New trend in Education and Training”, *International Journal of Advanced Research*, 1(8).

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Conflict of interests

Authors declare no conflict of interest.

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CORRELATION BETWEEN THE PROFESSIONAL INTERESTS AND THE GENDER OF THE YOUNG PERSON

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Original Article

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Abstract. The concept of the professional orientation means to care and help for the young person in deciding about the professional orientation in which he or she will develop considerably his/her working capabilities while a complete rationalization in the creating and expressing of the personality will be achieved. It is known that while the choice is made, which is important for the whole life there is a many factors that influence the person. Reaching the decision is especially difficult for the eight – graders, because they are in the period of developing in which the exterior factors have a major influence while they are making their decision about their future job (work).

The basic aim of this research was to be seen if the professional orientation of students depends on their gender. The research is performed on samples of 67 students (examinees) from the eighth grade in several primary schools in Gostivar. The basic mean (instrument) that was used in the research was a Test of Professional Interests (TPI). The results of our research have shown that the greater number of the male students' choice was A category (mechanical work) and G category (administration) while the female students were mostly interested in category I (social-medicinal work) and category H (educational and cultural work). The level of correlation between the gender and the professional interests is a level of significance of 0,01.

The results confirm that professional interests and the selection of the future job (work) of the eight–graders depend on their gender, but also it depends on their personality and the exterior factors.

Keywords: *Personality, Development, Professional interests, Gender.*

1. INTRODUCTION

The development and the appearance of the professional orientation are closely related

to the name of F. Parsons who in 1970 founded the first counseling service for selection of a profession. According to him the right choice of the profession is based on rational execution and coordination of the one's capabilities and the job's demands. Parsons considers that the choice of the profession is consisted of three phases:

- Get acquainted with the people
- Be informed to the job
- Real understanding of the relation between these two phases i.e. coordination of the person with the job.

The view of the professional orientation has changed as the time has changed and they developed under the influence of the development of certain branches of psychology. Based on this development, a conclusion emerges that the basic aim and task of those who deal with professional orientation is to help the young people to be more informed about the possibilities, interests on one hand and objective conditions in the surrounding on the other hand. That is how the person would have an opportunity for free and independent selection of the job (Hart, D., and Cropanazo, R., 1997).

Professional orientation is considered as a dynamic psycho-pedagogical discipline. According to Guzina 1980 professional orientation is a complex and systematic activity of offering help to the person in solving problems that refer to the selection of a job and his /her further development. Strong (1981) defines the professional interest as a collection of numerous interests that in any way refer to the professional life of the person.

Many factors have influence on the professional interests, but a special emphasize is put on psycho-social factors such as the social status of the parents, their profession, school, friends, place of living, means for mass communication and the characteristics of the person, gender and the age. Certain

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researchers confirm that the gender is a significant variable while selecting the profession. Under the influence of the traditional beliefs in many countries the males (boys) select technical, but the females (girls) choose the humanitarian jobs. According to [Guzina 1980](#) the women choose the traditional women jobs, personnel in educational and medical institutions (17,4%), teachers (13,4%), workers in medical and social institutions (7,8%), hairdressers (9,5%), tailors (7,8%).

The theories of the selection of profession developed in 1951 and are divided into two groups:

1. The developing theories which apprehend and explain the selection as a process, emphasizing that it is made through the years and not instantly. Besides that, it is considered that the process of professional selection goes through phases i.e. stages, so there is a tendency of monitoring the job decision and adaptation throughout the years of working. There belong the theoretical concepts of Ginsberg and Super ([Hendrix, V., 2009](#)).

2. The different theories start from the idea of individual differences that are present among people and they put the accent that people differ from each other in the sense of their capabilities, interests and characteristics. On the other hand, different jobs have different demands, so the choice of the profession is understood as a process of defining of these factors and the adequacy and capability of the selection are considered as a balance between the person and the profession. Representative theories of this group are the theories of Raw and Holland ([Nikoloski, T., 2000](#)).

2. RESEARCHING PROBLEM AND METHOD

The basic idea of this research is to be shown if there is a connection between gender (male/female) of the students and the selection of the future profession with the eighth-graders. During the research we used the Test of Professional Interests (TPI) which is standardized for the Macedonian population. The test consists of different jobs/trades from which we have to examine chooses the one he/she likes the best and it is always in different combination of jobs (fields). It includes the following areas of interests i.e. groups of interests.

A-Mechanical work: construction sites (manual and technical work along with

physical work in factories (different trades in workrooms or repair);

B - Precise technical work: covers making models, drawings and products;

C - Technical measuring: covers different laboratorial and field work;

D - Manual work;

E - Agriculture, gardening, forestry's stock-breeding;

F - Trade - selling, supplying, bank work, insurance, tourism;

G - Administration - managing, accounting work;

H - Educational - cultural work, high school, journalism, music, drama

I - Social and health care.

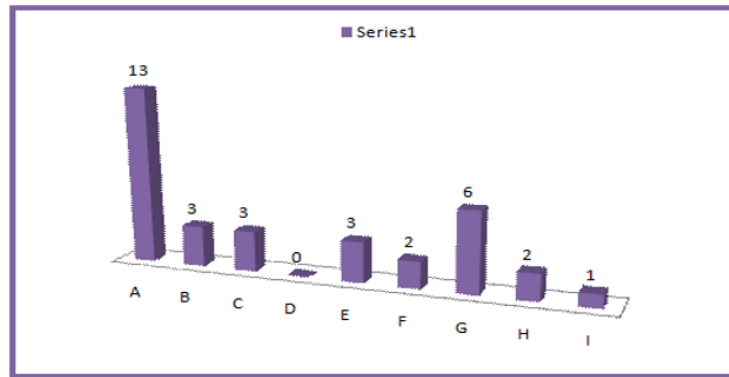
Each of the above groups of interests covers 18 different fields of different jobs/trades. The trades are grouped so that the examinee selects among 4 jobs and each job/trade is chosen four times.

In research 67 students of eight grades are involved, and 33 of them were males and 34 were females. The basic hypothesis of this research said that there was a connection between the gender of the students and the professional interests in the eight-graders. Megastar correlation was used for statistical processing of the data on the level of significance of 0,01, while the hypothesis is tested with ANOVA - Fisher test.

3. RESULTS AND DISCUSSION

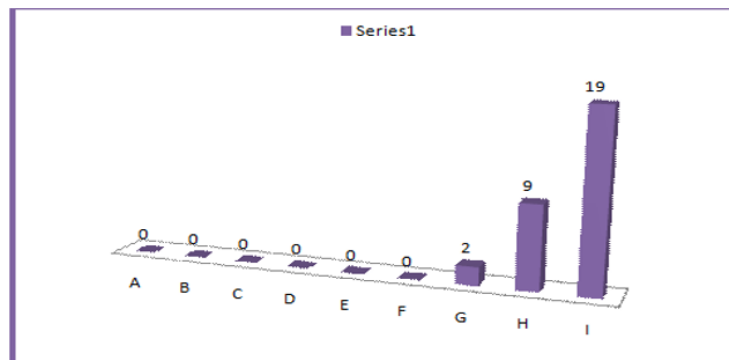
From the analysis of the results from the TPI test referring to the gender in each of the given category we got interesting results. The male students have made the following selection of interests about jobs: category A-13 (39,3%); category B-3 (9,1%); category C-3 (9,1%); category D-0; category E-3 (9,1%); category F-2 (6,1%); category G-6 (18,2%); category H-2 (6,1%); category I-1 (3%). Out of this percentile analysis it can be concluded that the most of the male students made selection of category A (mechanical work) and category G (administration) while for category I (social-health work) only one student was interested and category D (manual work) is not preferred at all by the students. (Graph 1).

Female students have made the following choice: category A-0; category B-0; category C-0; category D-0; category E-0; category F-0; category G-2 (5,8%); category H-9 (26,5%); category I-19 (55,9%). From this percentile analysis it can be concluded that the female students show greatest interest



Graph 1. Preferred interests by male students

in Category I (social-health work) and category H (cultural and educational work) and only two students have chosen category G (administration), while the rest of the categories were not selected at all (Graph 2). While confirming of the connection



Graph 2. Desired interests by female students

between the gender as an independent variable in the research and the interests for professions as a dependent variable with Megastar correlation we have result that there is a connection between the gender of the students and the interests about the profession on significance level of 0, 01. In the same time the positive correlation between the gender and I(social work),while there is a negative correlation between the gender and the scale A(manual work) and scale C(technical measuring), (Table 1).

ija POL- Dimenzi

	non M-1,ж.-2	A	D	G	B	E	H	C	F	I
non M-1,ж.-2	1.000									
A	-.590	1.000								
D	-.040	-.006	1.000							
G	-.205	.135	-.294	1.000						
B	.255	-.288	.118	-.269	1.000					
E	-.088	-.060	.050	-.262	-.165	1.000				
H	.280	-.313	-.152	-.325	.045	-.008	1.000			
C	-.345	.122	-.247	.209	-.394	-.055	-.073	1.000		
F	-.159	-.022	-.242	.194	-.158	-.248	-.154	.001	1.000	
I	.627	-.605	.070	-.373	.162	-.045	-.036	-.385	-.123	1.000

67 sample size

± .240	critical value .05 (two-tail)
± .313	critical value .01 (two-tail)

Table 1. Matrix of the correlation between the gender and the interests for the profession

4. CONCLUSIONS

From the research and its statistical processing the following conclusions can be extracted:

There is a connection between the gender and the choice of the profession with the eighth-graders

The most of the male eighth-graders prefer mechanical work.

The most of the female of the eighth-graders prefer social-health work.

The least preferred job in male eighth-graders is manual work.

The least preferred jobs in female eighth-graders are mechanical work, precise technical work, technical measuring, manual work, agriculture, trade.

Conflict of interests

Authors declare no conflict of interest.

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STUDENT PARLIAMENT IN FUNCTION OF TRAINING FOR DEMOCRATIC ACTION

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Abstract: Macedonia aspires to join the European developed countries and it certainly requires a relentless pursuit and persistent hard work in every segment of life especially in the area of education as a initiator of development and modernization of life in general. Changes concerning education certainly that include the school as an institution that organized manner, specified forms and methods training and preparing young people for life and work in more developed and democratic society. I believe that education as a social category should always be updated with social change and of course that in a democratic society should be democratic education. Democratization of society requires and democratization of the school, which in turn inevitably overemphasizes individually oriented model of education. Only with such a model of education can apply the principles of humanity, individuality, diversity education and respect for of the personal interests of students. Within the democratic life in school and preparing young people for democratic life and the need for a working of student parliaments, contemporary school and the characteristics of that school, are one of the basic things about functioning of the democratic life of the school. Democratization of education is not a new and unfamiliar requirement in developing countries as well as in our country. Since the beginning of the independence of the Republic of Macedonia is talking about the democratization of education, upbringing for democracy, the basis for democracy, civil education, etc.. Still until today still do not get comprehensive research relevant to this issue. Young people are not sufficiently prepared for democratic behavior, working and living in a democratic society.

Keywords: *Democratization of education, Upbringing for democracy, Student parliaments, Individually oriented model of education.*

INTRODUCTION

Within the democratization of school as the educational institution certainly should emphasize the importance of establishing and operating the school or student parliaments in schools. The said parliament should be training and preparing young people to live together and act in a democratic manner and democratic society.

Thus, students' parliaments would be formed by representatives of students from different departments and one representative from each generation department, a representative of the parent council, a local government representative and two representatives from the management of the school. So the Parliament will consist of representatives of students, representatives of the governing party or by the school authorities, parents and representatives of local government. A student representatives would be chosen through free elections to be organized by the school in collaboration with students and representatives of (local education government). So during the pre-election students would prepare various pamphlets and other promotional materials through which anyone can promote their candidate and student interests that they seek, and to defend them. The same should be realized and other representatives who would be members of parliament. I'd should specify, date, day of voting, when students will vote freely for electoral lists for classmate, and representative in who believe will represent and defend their interests and needs of the dignified way.

Along student parliaments, schools should have a school magazine, where students would have organized, edited and publish in collaboration with school leadership. In the magazine they can write for various student problems, interests, developments, needs; thus it comes to creative expression activity of students and the culture of writing, the desire for writing to promote student affinities and

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wakes student interest in life and work in a democratic society.

Primary objectives of the existence of student parliaments are:

1. Promoting healthy relationships in the school and the development of democratic procedures;
2. Developing a critical view of events and occurrences in school and outside of school;
3. Resolution for true social values and civilization;
4. Develop a culture of dialogue, encouraging the development of true tolerance and solidarity;
5. Raising awareness of the balance between rights and obligations;
6. Actively participate in the educational activities in the school;
7. Initiation and implementation of their actions in science, culture, sports and other activities of interest to students in the school;
8. Developing collaboration with teachers, school boards, councils of parents and school administrators.

To achieve their goals the student parliaments, will address the following tasks, such as:

1. Active participation of students in the process of self-evaluation in the school;
2. Improving the school sections, clubs, organizations, companies and other forms of student organizations;
3. Organize numerous forms of scientific, cultural, sports and other expressions of the students;
4. Collaboration with the school, teachers and other school authorities;
5. Vote on key issues related to the curriculum;
6. Organizing activities aimed at raising funds to finance the work of peers (representatives) of the Parliament;
7. Organization of charitable and humanitarian activities in the school;
8. Organizing other activities that contribute to the modernization and democratization of the school.

If you look at what has been said above, I think that the basic task of pupils or students' Parliament Assembly would develop democracy, exercise and protection of students, and develop cooperation with other similar organizations whether they are from the same city or beyond and other cities. As for student parliaments, I think they should exist ranging from

elementary school, and secondary and faculty or universities where they can consider student problems, needs and requirements.

Therewith student parliaments will be used as a tool to measure how school is, as it allows young people to be tolerant, equal and certainly active.

If we analyze the educational laws of the Republic of Serbia, it can be noted that the existence and establishment of student government in Serbia are regulated by law.

A magazine issued by the Ministry of Education and Sports of the Republic of Serbia in 2005 asked what the school parliament is, specifies that: the idea is for students to gather in and to self organized to take part in school decision is precisely the idea of the existence of the pupils' parliaments. In the second half of the last century there were student communities in the level of sections that were not so active, a word which was heard and decided in the school department. Student parliaments are regarded as mini versions of state assemblies, which sit representatives of students to solve questions about their school. Relying on the law in the Republic of Serbia, students will themselves decide when to establish a school parliament according to the need. But bodies such as school principal, counselor, psychologist, and teachers can be founders of the student or school parliaments. But ideal school Parliament should be a set of representatives of the majority of school classes, representatives of their colleagues who will trust and give confidence to represent their interests in school Parliament. (DX – magazin, 2005, *Izmjeri školu da li je po tvojoj mjeri*).

As for the legal regulation of the formation and functioning of a school parliament in Serbia, you can quote part of the Primary Education published in the Official Gazette of the Republic of Serbia, no. 62/2003, 64/2003, 58/2004 and 62/2004, which states:

Article 98 of the law states that:

In the last two grades of primary schools and secondary schools can be organized for student government:

1. Opinion and suggestions of professional bodies, school boards, parents council and director rules of behavior in school, the annual program of work, school development plan, free and extracurricular activities, participation in sports and other competitions;
2. Review of the relationship and cooperation student - teacher, educator or an associate;
3. Informing the student about issues of particular interest and importance to their

education.

The Parliament consists of two representatives from each department in the school, while in art school three representatives from each department or year.

Parliament is elected every year and has a president. The program of work of parliament is part of the annual program of work of the school. Student parliaments of all schools can join together in communities of student parliament.

Beograd.

Služben vesnik na Republika Srbija, br. 62/2003; 64/2003; 58/2004 i 62/2004

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CONCLUSION

From everything said above it can be possible to conclude that the Republic of Macedonia should regulate by law that governs the establishment and operation of student parliaments, including elementary schools. The existence of student parliaments should be the Democratic response for the time and the demands of a modern and democratic action and work in a democratic school. Activation of the young from an early age in democratic life and work, will certainly contribute to a developed and democratic society and the Democratic relations between individuals.

Conflict of interests

Authors declare no conflict of interest.

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PROTOTYPICAL CATEGORIZATION - LINGUOCOGNITIVE FORM OF FLEXIBLE RATIONALITY

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Review Article

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Abstract. The article discusses the prototypical categorization as linguocognitive form of the flexible rationality. Flexible rationality reveals the correlation of the rational and irrational in cognition. The embodiment form of the flexible linguistic consciousness is a concept as a category protoform. The process of formation of the conception from the concept is a prototypical categorization. Serving as the cognitive “tool”, prototypical categorization as a linguistic structure demonstrates the perception integrity and meaning system of the cognizing subject as the ontic holistic bearer of the flexible rationality in unity of the anthropological and socio-cultural specifics.

Keywords: *Rationality, Cognizing subject, Flexible rationality, Concept, Category, Protoform, Prototypical categorization.*

INTRODUCTION

The purpose of the article is the analysis of the prototypical categorization as one of the linguocognitive forms of the flexible rationality.

In national and foreign philosophical literature, the analysis of the rationality and its forms, the role of rational and irrational (primarily - intuition) in the development of the scientific knowledge was conducted by many philosophers, but mostly in isolation from each other. Only in the last decade, the interest in the issue of the *interrelation* of the rational and irrational has intensified.

Aspect under which the rationality is analyzed in our paper, - a **flexible** rationality, introduced by us as a developing category (Масалова, С. И. 2006), which is absent in the modern epistemology, but demanded in the scientific cognition, which is an element of novelty.

There are virtually no studies addressing

the issue of the flexible rationality.

Study **object** - flexible rationality as the ability of the subject to the adequate and effective constructive scientific cognition.

Study **subject** - prototypical categorization as linguocognitive form of the flexible rationality.

1. FLEXIBLE RATIONALITY IN POSTNONCLASSICAL SCIENCE

Flexible rationality issue has not been studied, but it is worthy of serious analysis. We believe that the flexible rationality is precisely transitional form (stage) of the scientific rationality that characterizes the rational and irrational aspects of the scientific search. **Flexible rationality** - logical cognition in combination with the pre-logical and anthropological assumptions of the cognizing subject. It is typical for the post nonclassical rationality type and peculiar to the global evolutionism.

The subject of the cognitive activity is considered not as an abstraction, but a *holistic* cognizing person, as a binary *epistemological-ontic* subject – bearer of rationality, possessing, according to its ontic nature, also irrational and natural gift (intuition). In the scientific search-“wandering” of the subject through the maze of the consciousness, such binarity is manifested, which we defined as “flexible rationality”. Subject intuitively uses the intuition as a tool for the disclosure of this rationality. In general, there was a shift from the predominance of the “power” of the epistemological subject to the “power” of the empirical subject, interacting in its activity with the environment through dialogue.

Indicator “flexibility” describes the characteristics of the subject ontology, its specific anthropological and psychological characteristics.

In psychological terms it is - *flexibility*

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of thinking, i.e. the quality of the productive thinking, manifested in the alteration of existing ways of problem solving, in changing the way that ceases to be effective for the best possible.

Cognizing subject exhibits the following skills:

- Refusal from the stereotypical mode of action,
- Identification of new properties and relations of the objects;
- Reframing;
- Search for the opportunities for the previous experience transformation;
- Active transformation of one's knowledge and activity in the new conditions.

In this case the subject alters oneself, becomes flexible.

As flexible rationality aspects in its ontology, one can consider *sensitivity, vigilance, shrewdness, depth, historicism of thinking, its dialectic, and wisdom*. Underlying all of these roles of flexibility of thinking is the knowledge and high *sensitivity, resonant tune to the object*. Antipodes of flexibility of thinking are dogmatism, rigor, and vacancy of thought.

Philosophical meaning of the flexible rationality is wider than psychological, as it considers the epistemological, methodological, cultural aspects – characteristics of the logical cognition, role of prior knowledge, methodology of scientific cognition, cultural and historical conditions of the scientific creativity of the cognizing subject. Flexibility characterizes the cognizing subject in its interaction with the surrounding socio-cultural environment in the scientific work in which there is a “sharpening” of the best practices and forms of cognition and activity, improvement, transformation and modernization of problem solving methodology, gradual unfolding of the issue in the scientific search.

2. LANGUAGE - LINGUOCOGNITIVE FORM OF EXPRESSION OF THINKING

Axiom is the thesis of the unity of language and consciousness. Language shapes the thought and is its generating mechanism.

Language and consciousness, as a unity of form and content, capture not only the unity of the material world, but also its diversity, not only the general laws of cognitive (and every possible) activity of the people, but also its

multidimensionality, multi-variability under different historical conditions. Conditions change, consciousness and language change.

Consciousness as its ontological counterpart - thinking, “appears in two forms:

1) as the image of certain objects, their description or reflection, i.e. as a captured knowledge, and

2) as a process or activity by which this image is obtained, formed, in other words, thinking appears, first, as knowledge, and secondly, as cognition” (Щедровицкий, 1957).

Both forms serve as constructs of the consciousness itself and language adequate for it. Different “projections”, “copies” of human reality can be performed using different conceptual and linguistic resources. One of these “projections” is enshrined in each language, which is supplemented, corrected during the process of development of society (and therefore language).

Scientific rationality, changing from classical through nonclassical to postnonclassical, changed its language, its form.

Classical rationality paradigm operated such forms as: perception, representation, concept, hypothesis (as a form of “pure” rational cognition), and theory. But cognition is not confined to these traditional forms.

New paradigm of rationality is such: pure forms of rationality do not exist in nature, there are mixed forms - on the border of sensory-experienced and rational cognition. Studies in this area are widely conducted both abroad and in Russia. New forms are studied and represented. It was not the flexible rationality, but the cognitive science, cognitology that came to the conclusion that there are specific forms characterizing the consciousness of the cognizing subject.

Language can be verbal and nonverbal. Results of cognition, knowledge about the cognition are recorded in various forms, are currently being studied by the computer science, logic, cognitive psychology, cognitive linguistics, semantics framing, philosophy of science, as a whole – by the number of the cognitive sciences. These forms define the strategy of the scientific cognition.

Language as a linguocognitive form of expression of thinking reveals the correlation of the individual and general, subject and world of culture. To the linguocognitive forms of the flexible rationality we attribute the prototypical categorization; metaphor, discussed in scientific discourse; comparison; metonymy, etc.

Let us consider the characteristics of the

prototypical categorization.

3. PROTOTYPICAL CATEGORIZATION

In the most general terms, the study of the flexible rationality language can be defined as the study of the categories that can be expressed in language. The main efforts of linguists, cognitive linguists and philosophers are focused on the identification of the common patterns of the process of formation, generation and identification of such categories, their definition and formation of the rules, establishing the belonging of language units to the different categories.

Grammatical categories enable the development of the basic categories of thought. Sentence structure can be regarded as the interaction of the conceptual categories. Growth of productivity in language is related to the evolution of consciousness, when the idea of the process, i.e. dynamics becomes leading (Степанов, Ю. С. 1999).

Categorization - a certain way of organizing the human experience. In linguistics, the category - characteristic (parameter) underlying the partition of a homogeneous whole of language objects for a limited number of non-overlapping sets whose members are characterized by the same meaning of this characteristic.

Category - grammatical form, having constant and variable characteristics. Constant "rigidly" attached characteristic of the grammatical form - is strong expressive means of language. *Variable* characteristic, yielding in this respect to the constant one, has another advantage: it is expressed only when it is necessary, when it is required by the act of communication. The necessity of the constant characteristic, by giving it strength, however, leads to redundancy. Optionality of the variable characteristic, by weakening its expression, turns out to be the cause for a greater flexibility.

We consider concept as an embodiment form of the flexible linguistic consciousness. *Concept* - it's a fact of culture, "bunch" of representations, concepts, knowledge, associations and feelings that accompany the word (Степанов, Ю. С. 1999). By volume it is amorphous, vague. But it is genetic.

Concept - a form of flexible rationality, one of the forms of cognition. Concept - it is

not the main category of the flexible rationality, it is only its *embryonic form*, developed on the stage of prehistory of science. The evolution of the concept leads to the emergence of a conception in which the flexible rationality is a *developing category*.

Concept as an embodiment form of the flexible linguistic consciousness is the *category protoform*, and the process of formation of the conception from the concept - *prototypical categorization*. Thus, the concept serves as a backbone element of the flexible rationality construction.

We can identify in the concept as the prototypical form of the flexible rationality, those units that involve it in the activity of the subject - it is the meaning, sense, matching the sphere of concepts of the culture that the subject cognizes. Subject in the concept as a "bridge" connects the aspects and results of its own individual cognition with the public one in the culture through the communication process. It expresses "keywords" and gives an estimate of views on certain phenomena of different national linguocultural communities, promotes the mutual understanding, removing (at least partially) the inherent difficulties in the process of the intercultural communication. Thus it carries out not only the permanent access to the individual world picture, but its continuum. Perceived words or text are understood as conditional interval of the multidimensional perceptual-cognitive-affective continuum that is reflected, explored and used by the cognizing subject.

Results of the study of the genesis and functioning of the linguistic consciousness confirmed the validity of the nomination and further study by the cognitive sciences, especially cognitive linguistics, of the *anthropocentric factor*, emphasizing the importance of the role of the speaking subject in the sense generation processes. Interaction of the multiple forms of reality reflection in person and operation of them at different levels of awareness provide functionally sufficient support for the understanding of solutions for not clearly defined objectives while operating fuzzy sets, which usually are beyond the linguistic units used by people.

Later on in the scientific cognition there is a "hardening" of the concept rationalization and "crystallization" of it in the category - form of not flexible but "rigid" rationality, understanding the ways of person's relationship to the world.

The philosophical categories among the scientific categories best reflect the universal

characteristics, laws of the objective world, thinking, and cognition. But in the process of their formation, a philosophical concept as a prototype, protoform of the philosophical category, served as a regulator and form of the flexible rationality. Basic concepts – are primary linguocognitive forms of the individual vision of the world, reflecting the characteristics of the “cognitive matrix” of each philosopher as the cognizing subject. Therefrom afterwards with the evolution of attitudes of the scientist, the categories, principles, theories were born, which overlapped with this individual cognitive imprint, and this led to diversity, exclusivity and individuality of the uniquely designed philosophical systems, concepts, doctrines.

4. CONCLUSIONS

1. Flexible rationality has “incarnation” - the flexibility of rationality as knowledge, flexibility of rationality as activity, flexibility of methodology of the activity itself. Flexible rationality – is the deployment of the mental essence of the actively cognizing subject, his self-consciousness during the activity.

2. Language as a linguocognitive form of expression of thinking captures the variety of the world and diversity of the human activity. Conditions change, consciousness and language change.

3. Consciousness - *knowledge* about the world and *activity* to achieve this knowledge. Both of these forms of consciousness serve as constructs of the consciousness itself and language adequate for it.

4. Scientific rationality changes its language and form. The new paradigm of the postnonclassical rationality recognizes not “pure” but mixed forms of rationality - on the border of the sensory-experienced and rational cognition.

5. The study of the flexible rationality language is the study of the categories, expressed in the language. Evolution of the grammatical categories development reveals the evolution of the logical structures of intelligence.

6. We attribute the prototypical categorization, scientific discourse metaphor, metonymy, comparison to the linguocognitive forms of the flexible rationality.

7. Categorization - a certain way of organizing the human experience in language, characteristic of the grammatical form as a strong expressive means of language. Concept

- adequate linguocognitive form of the flexible rationality, verbal facility, intermediate from the sensory to the logical cognition. Concept as an embodiment form of the flexible linguistic consciousness is a category protoform, and the process of formation of the conception from the concept - prototypical categorization. As a result of the “hardening” of the concept rationalization, its “crystallization” and transformation into the category occurs.

Conflict of interests

Authors declare no conflict of interest.

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THE SUGGESTIVE METHOD IN SPORT EDUCATION – THEORETICAL BASICS AND PRACTICAL APPLICATION

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Abstract. *This article expands on the possibilities for application of the suggestion as a method for psychological influence in sports education. A theoretical reasoning for its specific applications is made, due to the special features of the sports activity. The necessity of a purposeful and precise approach by the sport pedagogue is indicated, with a view for achieving the proper development of the students and an individual positive effect.*

Keyword. *Suggestions, Suggestive method, Sport education, Sport pedagogue, Psychological influence.*

1. INTRODUCTION

Reformation and the complete renovation of education in schools are a socially conditioned and continuous process, which covers all spheres of educative work, including sport activity. This objective need for innovation is prompted by the dynamic changes in present day life. The introduction and the popularization of new, unorthodox approaches and technologies in education are becoming a world trend. The boom of technology is in all spheres of human activity. That inevitably has a huge reflection on young people's attitude toward the educational work. This is the reason why today, more than ever, it is necessary to use such recourses, methods and forms of education, which should not only ensure effective and high-grade education, but should also motivate young people to acquire knowledge and practical skills.

During the last years, there has been an increased interest in applying different methods of psychological influence in the sport education. They are oriented toward the formation of certain positive emotional state, which determines the overall psychological activity for a certain period of time. In this sense, the theoretical reasoning of different ideas and

their practical application is one of the most important problems of practical psychology.

Attention is drawn to the suggestion, because it is thought to be one of the ways in which the sport pedagogue can effectively influence the students to the aim of better results in sports and in building-up character.

The purpose of this scientific work is to theoretically give proof of the application of suggestion as a method in sport education in rising generations by revealing its nature, peculiarities and significance in its use in the education system.

2. PRESENTATION

The concept of suggestion comes from the Latin (suggestio – suggestion) and has been first introduced by the English physician J. Braid in 1853 ([Rechnik na chuzhdite dumi v balgarskiya ezik, 1993](#); [http://en.wikipedia.org/wiki/James_Braid_\(surgeon\)](http://en.wikipedia.org/wiki/James_Braid_(surgeon))). With-it, he designates the oral influence in an exact moment of hypnosis as a healing sleep. As time progresses the definition of the concept is enriched and somewhat changed. Generally, suggestion is defined as a “way by which one person guide the thoughts, feelings, or behaviour of another or oneself, which the latter is unconsciously receptive of the suggestion” (<http://talkoven.onlinerechnik.com>). Suggestion is largely viewed as a purposeful influence over the human consciousness, with the intention of enforcing a certain view or behaviour. Interesting to point out on this subject is the statement of B. M. Behterev, who notes that unlike the persuasion, which uses the front door, suggestion gets to the inner rooms through the back door. According to G. Lozanov, “suggestion is a communication factor, which is expressed in offering the person to choose both rationally and intuitively with accordance to its structure and disposition among a wide spectre of complex

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stimuli, which is intricately associated, compressed, coded and multiplied. The choice is made due to an outward orchestration of symbols with a correspondence of the psychophysical regularities of the person (Lozanov, G., 2005). Basing his work on this theory from the mid-60s of the 20th century, professor doctor Lozanov begins to experiment, develop and apply a pedagogue system called suggestopedia, which is acknowledged world-wide as a considerable contribution to pedagogy. Its foundation is the idea of suggestion, but the scientist has emphatically distanced from the notion of suggestion as a type of hypnosis, in which the consciousness is in a passive, half-lucid state.

In the education system two approaches of suggestion are utilized:

Verbal -only speech is used as a way to influence and in this was an oral (verbal) suggestion is achieved *Combined*—alongside with speech an array of non-verbal means for influence, most notable being the expressive body movements, face mimics, the human voice, the surrounding environment and so on. This approach is pivotal in the non-verbal (paraverbal) suggestion, which exhibits better results because its influence on the person is more complex.

Verbal suggestion has a relatively limited and short-term effect. Used by the sport pedagogue, it has the purpose to formulate certain mental states, which are used to build-up certain qualities and skills. Most often short and expressive suggestive formulas are used. Such a role is fulfilled by personal ratiocinations, emblematic remarks and quotations, proverbs and sayings. Their influence is connected with the fact that a lot of practical experience is synthesized in them, so they are worldly wisdoms and are accepted as axioms, without the need of proof. A main question during the verbal influence in the process of sport activity is the creation of verbal formulas, techniques, methods and their arrangement in a purposeful algorithm as a methodology (Kaikov, D., P. Lazarova 2009). Some preliminary research and a creative approach are needed in the creation of a complete technology of verbal suggestion. Also, to achieve the desired effect, a precise judgment is needed for the momentary mental state of the selected subject (the individual personality, class, a group of training people and so on).

Non-verbal suggestions reflected in the fact that the suggestion is made not only with speech, but also body language and the influence of the environment. It is well known

that communication is achieved not only with words. A person often tells others many things without words, just with gestures, countenance, the tone of voice, accessories, etc. That often has a importance in the conveyance of the relevant message. The most distinctive for the paraverbal influence is that the effect of the influence is direct and very quick. It is proved that the biggest influence over the mind is the expression of the upper part of the body – facial movements, eyes, mouth, and the position of hands. Mental influence achieved through the body's expressiveness is explained with the theoretical reasoning that expressive movement is an outer (physical) movement, which reflects the inner (mental) state of a person in certain situations, which is comprised of mutually determinate cognitive, emotional and resolute experiences (Kaikov, D., P. Lazarova, 2009). Expressive movements provide suggestive influence predominantly on the subconscious mind. In this way the method of paraverbal suggestion can be applied along with other methods for psychic regulation and mental influence.

In actual practice, both types of suggestion (verbal and non-verbal) are used in unity for a fuller and more complex influence upon people's mentality, which applies to sport education in school and out of it. According to different analyses it is determined that the correlation between means of communication is divided in the following way: 7% verbal part (only words), 38% vocal part (tone of voice, intonation, modulations) and 55% non-verbal part, including mimics, gestures, poses, expressive body movements, clothing, accessories, etc. (Mehrabian, Bar-duistal, Fast, quoting Pease, 2000)

The application of the suggestive method in sport education is in accordance with the **general objective regularities** in this field and they can come to the conclusion that:

- *The suggestive method differs from persuasion as an educational method.* In the suggestive method, applied influence from the educator is directly acquired by the students without a preliminary analysis or rationalization by them. The incoming information is already included arranged and processed and its authenticity is not logically tested by the students. That does not mean that the individual student, upon accepting this information, would not view it in his own way and according to his own convictions. The different personalities of the students are the precise reason for the different degrees of susceptibility to influence. The degree of suggestion is highly

individualized and depends on the student's mental qualities. Supporting this, is the fact that the results of mental influence via suggestion are very weak if the side being trained is suspicious, mistrustful and does not suffer the imposing of somebody else's opinion.

- *The successful application of this method is highly dependent on the personal experience and the competency of the teacher.* During communication, suggestion can be effective as a means of influence, but it sometimes fails to yield the expected results. If the pedagogue himself is unsure of its efficacy, it can get the opposite effect. In practice it has been established that students with very good intellectual development are harder to be influenced, and those who show appositional spirit and want their self-dependence, are even harder to succumb to suggestion. It is important to note that the suggestions for students, especially in early schooling age, are connected to their initial expectations and begin even before the first meeting with the teacher. It becomes clear that the establishment of mutual trust and emotional support between students and teacher is a fundamental premise for achieving the primary goal of suggestion – positive change in educational stereotypes and motivation for systematic sport activity.

- *The technique for suggestive influence is in accordance with some concrete directions, some of which are:*

- With the intention to grab and focus the attention of the students upon the presented information, all irritating factors need to be removed if possible and a positive emotions in the educational process must be created

- It should take place under consideration that suggestion has a bigger effect if the student is de-motivated, hesitant and perplexed. It is also especially helpful if short-term failure in school is present. If a complete and consistent failure is present, suggestion has almost no effect.

- Suggestion should be utilized only when necessary. The frequent use of this method can lead to a so-called "suggestive block", in which the student's mind becomes inadequate for the technique. A sporadic application is also contra productive, because it clashes with the consistency maxim.

- *During school years, imitations suggestion plays a big role.* From its base is the understating that the inclination to imitate is innate to every person and it's an important factor in the social integration of the person. Even since childhood children begin to imitate some of their parent's actions. Imitations

suggestion during this early period of the child's life is impulsive and subconscious. This suggestion gives the child's intellect a chance to develop as it awakens the child's thoughts and imagination. As time passes, the imitations suggestion becomes more selective, but it does not lose its importance, though with the growth of the student's independence the need to imitate becomes significantly lower. Personal example has the main role in imitations-suggestions. That is why there should never be a wrong execution of physical exercises or unacceptable actions, because they can be copied by the students during their activities. The main purpose in sport pedagogy should be focused on the proper and rational formation of motor activity habits and an adequate behaviour in all kinds of situations (Popov, N., 2002).

- Suggestion cannot be used to eliminate innate conflicts of personality, but it can successfully be used to correct some characteristics that are important to education

- Suggestion is advisable only if its influence is beneficial and positive for the mental state and if it lowers the stress in a school environment.

The specifics of the application of suggestion as a method in sport education are determined by the nature and aspects of activities and also the school environment in which they are applied. We will analyse some of the more particular moments that have to do with the role of non-verbal communication in suggestion and we note that to use it correctly, we should not interpret just one sigh as isolated from other accompanying gestures or out of the context of the particular circumstances (Pease A., A. Garner, 2000).

- Non-verbal signs and signals have always been a part of the sport pedagogue, but their usage has been mostly intuitive and subconscious. In the last years, there has been an increase of their study, as well as rising in the interest of the realization and the mastery of non-verbal means of pedagogical communication and influence (Ivanov, S., M. Ivanov, 1991). That is important because the teacher has to possess self-assurance and confidence that he will be able to convey precise messages in his association with students. They would accept him with more friendliness and favourably, he would provoke honesty and kindness, and in other words will make them "see eye to eye" with more ease.

- The content of sports education is an association of mental and practical actions, and motor activity has a predominant role. It

is with increased dynamics and frequently the participants in the activity are at a greater distance from one another. The physical taxing is high not only for the students, but also for the teacher. In his case, there is also added mental load which complicates the process of interaction with students. This requires his gestures to be expressive, precise and exact, to reveal a good condition, energy, to suggest confidence. Tiredness at the end of the work day or insufficient endurance due to advancement in years should not be reasons for unintentional gestures, which have another meaning and carry unfitting message. Communication with students with the teacher must "open up" for interaction and avoid unsuitable poses of the body. The pose with crossed hands and legs exhibits closing in one's territory and carelessness. The poses of "admonishing arms on one's hips and "shaking the index finger" are meant to suggest fear and respect, but can cause aggression and open displeasure (Pease A, A. Garner, 2000).

- A part of the exercise included in sports education required the presence and help from the teacher (especially those who are carried out on gymnastic apparatus). To ensure the safe realization in this case, the teacher must change the universally acceptable zones of elongation in business communication – the public and social zones. Entering in the students' personal space, he needs to be very careful, especially with older students, so there are no erroneous thoughts on their side. The established distance must only create a mood of cooperation and responsibility, to inspire a feeling of safety and courage in the students. Each touch of hand should inspire trust, emotional freedom, to encourage and constructively support the student's actions.

- Sport education is often held in the open, where weather conditions cannot be isolated and have some influence. For example in cold weather the gesture of hugging one's body and angling one's chin towards the chest for a short time is not a defensive or dissatisfied pose, but an attempt to preserve some heat. The teacher is also under an obligation to be facing the sun. These numerous activities can be wrongly interpreted, because squinted eyes are known to be a sign of arrogance, disregard, and disdain. Using dark sunglasses to safeguard the eyes can be a sensitive moment. Because they hide the gaze and the eyes are well known for carry the most significant, exact and precise signals for a person's mental condition. *When the teacher is talking, he must look openly.* In this way, he is signalling

that he is sure about what he is saying. The sharp gaze of the teacher may have a negative effect on children and has no place in a strategy for a pedagogical collaboration. That is a gaze, which may alienate and remind them of the commanding parent, who puts the child in the position of a subordinate.

It is very important in the context of suggestive mental influence to observe the student's eyes. If he is watching carefully while listening, his message is "I agree and this interests me". The experienced pedagogue can also distinguish the nuance, when the student is looking focused, but actually is not listening carefully and not acquiring information. This means that the influence has not reached him and something must change in the technique (Mar, T., 2012).

- *The teacher's voice is a very important me an in non-verbal communication.* Through it to a specific sense can be attributed to every word or even to speech as a whole. During sport activities it is normal for the noise while playing to be above the permissible levels and it is logical to use highly specialized gestures, so the game is not disturbed. The characteristics of the voice associated with height, strength, speed of talking, intonation, pauses, and expressiveness inevitably change. It becomes clear the sport pedagogue must skilfully control the strength of his speech and his voice, so he can adequately express himself in every situation and to achieve maximum effect in trying to achieve his goal with suggestive influence.

- *The well-groomed appearance of the teacher can have an enormous suggestive influence it the formation of the student as an individual.* Personal example is indirectly transferred to the students, especially the younger ones, who are more susceptible and sensitive. In a peculiar way, even intuitively they assess the sport pedagogue very carefully. So they can admire his compact and athletic frame, or not take seriously the heavy-set, flabby, cigar-smelling and rather unsightly teacher, who is a walking anti-advertisement for the healthy effect of sports activity.

The possibilities for mental influence due to clothes are extremely limited during school work, because the pedagogue is required to wear a sports suit. In that case, a suggestion about the symbolism of colours can be made. Also, the chosen model and trade-brand can tell a lot about the nature of the person and present him as an enthusiast, innovator, etc.

- *The environment in the gymnasium and the state of sports equipment can also*

have a large influence through their complete appearance, colour implementation and ergonomic parameters. Creating a pleasing educational environment with the appropriate conveniences for a normal educational experience provokes positive emotions. Bright colours, quality materials and modern design of the premises, equipment and apparatus bring a more positive message, stimulate and motivate students for an active and systematic sports activity.

3. CONCLUSION

In conclusion of the theoretical analyses, we will indicate that the inclusion of suggestions as a method of mental influence in sports education has a specific manifestation, originating from its content and nature. Suggestion can be effective only when a precise measure for its use has been found. A recipe for a universal application of non-verbal communication does not exist. Each and every sports pedagogue have his/hers idiosyncrasies in relation to expressive gestures. They, along with his intellectual potential, moral system and psycho-physical willingness form his/her style of pedagogical communication. In the context of beneficial suggestion that style in all cases should inspire competency, trust, and friendship, affection for children and willingness for collaboration. The purposeful and precise use of suggestion by the sports pedagogue can contribute to a personal positive effect in the development of the growing students.

Conflict of interests

Authors declare no conflict of interest.

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CONDITIONS OF EDUCATION MODERNIZATION “
(November 2014, Russia, Rostov-on-Don)

The focus of work at the conference in 2014:

- | № | Scientific field |
|-----|--|
| 1. | Methodological foundations of innovative activity in education |
| 2. | Design and formation of educational environment in the context of education modernization |
| 3. | Psychological and pedagogical foundations of innovative technologies in education |
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| 6. | Psychological support of educational space subjects |
| 7. | Psychological resources of educational space subjects |
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- Notifying the participants on the acceptance of abstracts for presentation: on the website www.sfedu.ru March 1th

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- Registration fee payment deadline: November 21th 2014

- Date of the Conference: November 20-21th 2014

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CONTACTS

Executive secretaries - Tatiana Pavlova (+79085141315), Maria Vyshkvyrkina (+79094348837), Julia Tushnova (+79604607364); e-mail: akbelousova@sfedu.ru

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Last name

First name

Place of work (full name)

Position

Degree

Academic rank

Postal address of organization (with postal code)

Phone:

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Type of planned event (presentation, work-shop, round table, other)

Scientific field of the conference of planned even

Event's theme

Aims of event

Model pattern of event

Anticipated participants
Estimated number of participants
Requirements for technical equipment
Limitations

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